

Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of Communications in the School of Liberal Arts

Communications, B.A.

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly 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.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	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.** Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes 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 and critical and creative thinking.	The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.	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.
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.	The School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people.	Foster the values of scholarship, creativity, appreciation of diversity, and community service.	
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	This will be accomplished via quality general education classes, co and extra-curricular activities, and professional internship and scholarly activities.	Graduates will demonstrate proficiency in communication principles.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School will foster a community of scholars among the faculty and students of the institution.	Through a concerted effort of engaging students in teacher/mentor scholarship, students experience scholarship both inside and outside the classroom.	Graduating seniors will report that they are prepared to enter and perform satisfactorily in entry-level communication positions.
To provide university-wide student services, activities and resources that complement academic programs.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.	The School will offer and promote art, cultural, and public affairs events on the campus and in the region.	Our department will sponsor cultural events for our students, area high school students, and the community via the RSU Theatre Program and RSU Radio.	Students will indicate they are satisfied with the instruction they have received in this program.

PART 2

Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
Faculty met and decided to clarify our assessment sampling method. Rather than calculate "all enrolled" students, including zeros for students who have stopped attending, we assess only assignments that are attempted.	Y	This clarification will give a more realistic picture of students' actual performance.
Faculty recommend that CS-3213, Multimedia Development, become a required course for all communications students	Y, it takes effect in 2015-16 if approved by OSHRE	This overview course will provide basic training in Photo Shop, Flash, web, audio and video editing, and understanding various file types. Students will gain broad understanding the new media world. To make room for this course without changing the total hours for the degree, we reduced the free

		electives requirement from 7-13 credit-hours to 4-10 credit-hours.
Faculty are considering either COMM 3883 New Media and Society or an introductory marketing course (School of Business) to replace COMM 2723 Small Group Communication as a requirement in the Corporate Communications option.	N	Not yet implemented; ongoing consideration. COMM 2723 Small Group Communication overlaps somewhat with COMM 4223 Communication in Organizations. A course in new media or marketing would be more salient for students in Corporate Communications. We are discussing the impact of the latter choice with the School of Business, where marketing courses are taught.
Faculty propose adding a one-hour TV studio production course: COMM 1011 TV Studio production (pending final approval by OSRHE).	Y	While studio work has been added to courses like video production, Radio/TV Announcing, Corporate Media Production, and Advanced Broadcast Practicum, there is no course that specifically centers learning on the equipment in Performance Studio. Students have called for training in directing, audio, lighting, and other equipment. This course will provide a 1-credit overload to the instructor.
Both faculty and students urged new television production equipment to stay up-to-date. We proposed the acquisition of four memory-card field cameras for our higher-level production courses.	Y	RSU provided funds through the technology fee for this project. The new cameras provide digital duplication of footage without the need for real-time ingestion. It will slash editing time, allowing students to work faster and with greater attention to finer points.
The instructor of record in COMM 3713 Communication Research Methods plans to adopt a new textbook edition that incorporates guidelines for internet research, but also an open-access student study site.	Y	Since students are more inclined to conduct new social media research today, the adoption of a text addressing this area was valuable to those pursuing this type of research.
Faculty proposed replacing COMM 3613 Mass Media Communication with COMM 4103 Directing as a required course in the Communication Arts option (pending final approval by OSRHE).	Y	The directing class moves Communication Arts more toward a theatre-communication hybrid rather than simply a liberal arts-communication hybrid. It will support student-learning in theatre arts, which is particularly helpful for students considering careers related to theatre. This shift will require increased recruitment of students into Communication Arts, as this option is our smallest (17 of 111 majors) and has produced small class enrollments.

PART 3

Discussion About the University Assessment Committee's 2012-2013 Peer Review Report

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state “No changes were recommended.”

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
1c includes both the capstone project and the oral presentation—would it be useful to distinguish the project results from the presentation results?	N	We decided to combine the senior capstone project and oral presentation into one assessment. The project itself is the most important element. Presentation communicates the project with an audience. The two are integral and shouldn't be separated.
2a, what kind of exam is used? Does it “demonstrate proficiency” or knowledge of “communication principles”?		It uses multiple choice and short essays. Yes.
The table in 4a may be slightly off (11-12 table percentages by question, 12-13 table percentages indicating agreement).	Y	Addressed in this year's SLR—correction made.
Conclusions could be more fully developed. For instance, measure 1a, 62% made a C on their final research paper (13 of 21); is that good? Also, be sure to tailor conclusions to student learning, not just whether the standard was met (or not).	Y	The number making a C fell dramatically in Fall 2013. Global communication is a challenging subject, taking students far outside their home-media milieu. For 19 students to earn an A on this final paper reflects advanced learning and continued improvement by the instructor.
Many proposed changes listed; some fully supported, others suggested.		These nuances reflect that higher education and student-learning assessment are a continual work-in-progress. Some changes require extended discussion before implementation is decided.
Yes. Given the fact that most of the courses listed have one section, it might be worthwhile to specify which courses each person did “Data collection”	N	We disagree with this choice, as the student-learning report is a group effort. All faculty contribute via data collection and/or analysis.

PART 4

Analysis of Evidence of Student Learning Outcomes

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																								
1. Students completing a Bachelor of Arts degree in Comm. will demonstrate proficiency in their written and oral communication skills, as well as the ability to think creatively and critically.	1a. Student learning in written communication will be measured by assessing students' performance in their research paper in COMM 4163 in Global Comm. (only one section was taught).	1a. 75% of students will demonstrate written skills, and critical /creative thinking, by achieving a score of 70% or higher in their major research paper.	All enrolled students' final research papers in were counted.	21	95% (20) of the students met and exceeded the 70% threshold. <table><tr><td></td><td>F 11-12</td><td>F 12-13</td><td>F 13-14</td></tr><tr><td>A</td><td>7</td><td>2</td><td>19</td></tr><tr><td>B</td><td>3</td><td>3</td><td>0</td></tr><tr><td>C</td><td>4</td><td>13</td><td>1</td></tr><tr><td>Total</td><td>14</td><td>18</td><td>21</td></tr><tr><td></td><td>100%</td><td>100%</td><td>95%</td></tr></table>		F 11-12	F 12-13	F 13-14	A	7	2	19	B	3	3	0	C	4	13	1	Total	14	18	21		100%	100%	95%	Though student performance fell by 5%, students exceeded the threshold for the fifth year in a row. It is also important to note a decrease in the number of "C's."	Y
	F 11-12	F 12-13	F 13-14																												
A	7	2	19																												
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	1b. Oral communication will be measured by	1b. 75% of students will demonstrate oral skills by	All enrolled students' two debate scores in COMM 3253	20	87.5% of the students met or exceeded the 70% threshold. <table><tr><td></td><td>F 11-12</td><td>Fall 12-13</td><td>F 13-14</td></tr></table>		F 11-12	Fall 12-13	F 13-14	Student exceeded the performance standard by a large proportion. Two students did not	Y																				
	F 11-12	Fall 12-13	F 13-14																												

	assessing students' major debate presentation in COMM 3253 Argumentation & Persuasion (only one section was taught).	achieving a score of 70% or higher on their major oral debate presentation in COMM 3253 Argumentation & Persuasion.	were counted and an average obtained.		<table><tr><th>Debate</th><th>1</th><th>1</th><th>2</th><th>1</th><th>2</th></tr><tr><td>A</td><td>0</td><td>2</td><td>6</td><td>0</td><td>6</td></tr><tr><td>B</td><td>10</td><td>17</td><td>13</td><td>4</td><td>10</td></tr><tr><td>C</td><td>8</td><td>2</td><td>2</td><td>13</td><td>2</td></tr><tr><td>D</td><td>3</td><td>0</td><td>0</td><td>3</td><td>0</td></tr><tr><td>F</td><td>0</td><td>0</td><td>0</td><td>0</td><td>2*</td></tr><tr><td>Met st.</td><td>86%</td><td>100%</td><td></td><td>87.5%</td><td></td></tr></table>	Debate	1	1	2	1	2	A	0	2	6	0	6	B	10	17	13	4	10	C	8	2	2	13	2	D	3	0	0	3	0	F	0	0	0	0	2*	Met st.	86%	100%		87.5%		attempt the final assignment. Otherwise the class equaled the previous-year's performance and showed substantial improvement from round 1 to round 2.				
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	1c. Creative and critical thinking will be measured by assessing students' capstone projects in COMM 4913 Senior Capstone (only one section was taught).	1c. 75% of the students will demonstrate critical thinking and oral communication skills by achieving a score of 70% or higher on their capstone projects and oral presentation in COMM 4913 Senior Capstone.	All enrolled students' capstone projects presentations scores in COMM 4913 were counted. The oral presentations were reviewed by the entire department faculty.	20	100 % scored a "C" or higher on both their portfolio and capstone projects oral presentations. <table><tr><td></td><td></td><td></td><td colspan="2">F13-14</td></tr><tr><td></td><td>F 11-12</td><td>F 12-13</td><td>Port-folio</td><td>Pro-ject</td></tr><tr><td>A</td><td>5</td><td>3</td><td>11</td><td>10</td></tr><tr><td>B</td><td>7</td><td>9</td><td>9</td><td>5</td></tr><tr><td>C</td><td>5</td><td>1</td><td>0</td><td>5</td></tr><tr><td>D</td><td>1</td><td>2</td><td>0</td><td>0</td></tr><tr><td>F</td><td>1</td><td>2</td><td>0</td><td>0</td></tr><tr><td></td><td>19</td><td>17</td><td>20</td><td>20</td></tr><tr><td></td><td>89%</td><td>76%</td><td>100%</td><td>100%</td></tr></table>				F13-14			F 11-12	F 12-13	Port-folio	Pro-ject	A	5	3	11	10	B	7	9	9	5	C	5	1	0	5	D	1	2	0	0	F	1	2	0	0		19	17	20	20		89%	76%	100%	100%	This is the first time that all students achieved 100% in both assignments. Beginning the semester with the capstone project rather than subordinate assignments may have prevented students from a slow start to the class. This is also the first time that members of the Communication Department Advisory Committee were invited to critique the capstone project presentations. Involving a panel of media experts and faculty to critique these industry/community based projects provides an authentic experience for students.	Y
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2. Graduates will demonstrate proficiency in communication principles.	2a. Student-learning in Comm. Theory (COMM 3833) will be measured by assessing student test scores (only one section is taught).	2a. 75% of the student will earn a C grade or higher on their overall examination grade in this course.	All enrolled students' midterm and final exam scores in COMM 3833 were counted and an average obtained.	25	76% of the students scored a "C" or better on the overall examination score. <table><tr><th colspan="2">F 11-12</th><th colspan="2">F 12-13</th></tr><tr><th>Midterm</th><th>Final</th><th>Midterm</th><th>Final</th></tr><tr><td>A</td><td>8</td><td>3</td><td>7</td></tr><tr><td>B</td><td>5</td><td>3</td><td>10</td></tr><tr><td>C</td><td>2</td><td>5</td><td>4</td></tr><tr><td>D</td><td>3</td><td>5</td><td>1</td></tr><tr><td>F</td><td>5</td><td>7</td><td>0</td></tr><tr><td>Total</td><td>23</td><td>23</td><td>22</td></tr><tr><td></td><td>65%</td><td>47%</td><td>95%</td></tr><tr><td>Av.%</td><td colspan="2">57%</td><td>73%</td></tr></table> <table><tr><th colspan="2">Average Midterm & Final (F 13-14)</th></tr><tr><td>A</td><td>2</td></tr><tr><td>B</td><td>12</td></tr><tr><td>C</td><td>5</td></tr><tr><td>D</td><td>3</td></tr><tr><td>F</td><td>3</td></tr><tr><td>Total</td><td>25 (76%)</td></tr></table>	F 11-12		F 12-13		Midterm	Final	Midterm	Final	A	8	3	7	B	5	3	10	C	2	5	4	D	3	5	1	F	5	7	0	Total	23	23	22		65%	47%	95%	Av.%	57%		73%	Average Midterm & Final (F 13-14)		A	2	B	12	C	5	D	3	F	3	Total	25 (76%)	The class exceeded the 75% threshold for the total exam score on the class. Two students disappeared from class, but didn't withdraw between the mid-term and final, and when counted this lowered the percentage of students who earned a C and above on the total exam grade. The instructor plans to eliminate some of the less important theories covered in the text book and focus on covering, in more detail, the main theories. This measure and performance standard will be retained.	Y
F 11-12		F 12-13																																																											
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	2b. Student-learning in research methodology will be measured by assessing students' <u>final examination</u> performance in COMM 3713 Communicatio	2b. 75% of communication s majors will earn a C or higher on their <u>final examination</u> in this course.	All enrolled students' midterm and final exams in COMM 3833 were counted and an average score obtained.	25	While 88% of the students scored a "C" or better on the mid-term exam, only 38% met the standard on the final. <table><tr><th colspan="2">'11-'12</th><th colspan="2">'12-'13</th></tr><tr><th>Midterm</th><th>Final</th><th>Midterm</th><th>Final</th></tr><tr><td>A</td><td>2</td><td>1</td><td>2</td></tr><tr><td>B</td><td>7</td><td>2</td><td>6</td></tr><tr><td>C</td><td>5</td><td>8</td><td>12</td></tr><tr><td>D</td><td>3</td><td>2</td><td>5</td></tr><tr><td>F</td><td>2</td><td>6</td><td>0</td></tr><tr><td>Total</td><td>19</td><td>19</td><td>25</td></tr><tr><td></td><td>74%</td><td>58%</td><td>80%</td></tr><tr><td></td><td></td><td></td><td>88%</td></tr></table>	'11-'12		'12-'13		Midterm	Final	Midterm	Final	A	2	1	2	B	7	2	6	C	5	8	12	D	3	2	5	F	2	6	0	Total	19	19	25		74%	58%	80%				88%	While we exceed last year's mid-term exam performance by 8%, we fell short of last year's final exam standard by 50%. The instructor attributes the high number of "Fs" to students not studying for their exams especially after	N														
'11-'12		'12-'13																																																											
Midterm	Final	Midterm	Final																																																										
A	2	1	2																																																										
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	n Research Methods during the spring semester (only one section is taught).				<table><tr><th colspan="3">'13-'14</th></tr><tr><th colspan="2">Midterm</th><th>Final</th></tr><tr><td>A</td><td>0</td><td>0</td></tr><tr><td>B</td><td>3</td><td>1</td></tr><tr><td>C</td><td>8</td><td>5</td></tr><tr><td>D</td><td>3</td><td>3</td></tr><tr><td>F</td><td>2</td><td>7</td></tr><tr><td>Total</td><td>16</td><td>16</td></tr><tr><td>%</td><td>88</td><td>38</td></tr></table>	'13-'14			Midterm		Final	A	0	0	B	3	1	C	8	5	D	3	3	F	2	7	Total	16	16	%	88	38	calculating what it takes to make a C in the class. The instructor plans to increase the final exam points by 50 points. Therefore, this measure and performance standard will be retained for 2014-15.																			
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F	2	7																																																		
Total	16	16																																																		
%	88	38																																																		
	2c. Student-learning in media production will be measured by assessing the final project in COMM 2003 Video Production.	2c. 80% of communication majors will earn a C grade or higher on their final project in COMM 2003 Video Production	All enrolled students' final projects scores in COMM 2003 were counted.	18	100% demonstrated proficiency by securing a grade of "C" or better on the project. <table><tr><td></td><td colspan="2">11-12</td><td>12-13</td><td>13-14</td></tr><tr><td></td><td>Fall</td><td>Spring</td><td>Fall</td><td>Fall</td></tr><tr><td>A</td><td>8</td><td>5</td><td>7</td><td>9</td></tr><tr><td>B</td><td>8</td><td>3</td><td>8</td><td>10</td></tr><tr><td>C</td><td>1</td><td>2</td><td>3</td><td>8</td></tr><tr><td>D</td><td>5</td><td>0</td><td>0</td><td>0</td></tr><tr><td>F</td><td>0</td><td>1</td><td>0</td><td>0</td></tr><tr><td>Total</td><td>23</td><td>11</td><td>18</td><td>27</td></tr><tr><td></td><td colspan="2">71%</td><td>100%</td><td>100%</td></tr></table>		11-12		12-13	13-14		Fall	Spring	Fall	Fall	A	8	5	7	9	B	8	3	8	10	C	1	2	3	8	D	5	0	0	0	F	0	1	0	0	Total	23	11	18	27		71%		100%	100%	Once again, students proved that they are adequately prepared to demonstrate video production competencies The instructors attribute the higher number of "C's" to lack of editing, shooting, studying and in some cases aptitude. They both felt that skill levels were adequate, especially with the new software.	Y
	11-12		12-13	13-14																																																
	Fall	Spring	Fall	Fall																																																
A	8	5	7	9																																																
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3. Students will indicate they are satisfied with the instruction they have received in this program.	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	All enrolled communication majors student surveys responses were counted.	23	22 out of 23 students agreed or strongly agree that that their major in communication has provided effective instruction. The other vote was neutral. <table><tr><th colspan="4">Mid-Point Satisfaction</th></tr><tr><td></td><td>F 11-12</td><td>F 12-13</td><td>F13-14</td></tr><tr><td>Strongly Agree</td><td>6</td><td>6</td><td>12</td></tr></table>	Mid-Point Satisfaction					F 11-12	F 12-13	F13-14	Strongly Agree	6	6	12	Students continue to indicate, at the mid-point in our degree program, that they are satisfied with their coursework. Seniors indicated higher satisfaction than juniors,																																		
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		Persuasion) will report that they are satisfied with their undergraduate coursework.			<table><tr><td>Agree</td><td>10</td><td>10</td><td>11</td></tr><tr><td>Neutral</td><td>5</td><td>6</td><td>1</td></tr><tr><td>Disagree</td><td>1</td><td>1</td><td>0</td></tr><tr><td>Strongly Disagree</td><td>0</td><td>0</td><td>0</td></tr></table>	Agree	10	10	11	Neutral	5	6	1	Disagree	1	1	0	Strongly Disagree	0	0	0	suggesting that greater satisfaction comes from experience and increasing ownership in of the program. The comments are highly supportive of our program and faculty. Two concrete suggestions were to offer a course that produces a weekly newscast, and to acquire more up-to-date equipment. These data are by far the most enthusiastic in our program history.									
Agree	10	10	11																												
Neutral	5	6	1																												
Disagree	1	1	0																												
Strongly Disagree	0	0	0																												
4. Graduating seniors will report that they are prepared to enter and perform satisfactorily in entry-level communication positions.	4a. Student preparation and satisfaction will be measured through a Senior Capstone survey conducted in COMM 4913 Senior Capstone (only one section is taught).	4a. 75% of the students surveyed in Senior Capstone (COMM 4913) will indicate that they agree or strongly agree that: they are satisfied with their undergraduate coursework (Q1), that their coursework has effectively prepared them	The survey was directed to all 17 students Enrolled in the 2013 senior capstone class. 16 responded. 3 Likert Scale questions were asked of all students. There were 3 open-ended follow up questions accompanying each Likert Scale question.	19	<p>The 2013-14 results indicate that 100% of the students agreed they were satisfied with their undergraduate coursework (degree program), 94% agreed that the coursework has effectively prepared them for their future degree and 94% agreed that they were satisfied with the quality of technology.</p> <table><tr><th colspan="4">F 13-14 Capstone Results</th></tr><tr><td></td><td>Q1</td><td>Q2</td><td>Q3</td></tr><tr><td>Agree</td><td>14</td><td>16</td><td>12</td></tr><tr><td>Neutral</td><td>3</td><td>0</td><td>4</td></tr><tr><td>Disagree</td><td>0</td><td>1</td><td>1</td></tr><tr><td>Satisfied</td><td>100%</td><td>94%</td><td>94%</td></tr></table>	F 13-14 Capstone Results					Q1	Q2	Q3	Agree	14	16	12	Neutral	3	0	4	Disagree	0	1	1	Satisfied	100%	94%	94%	<p>The level of satisfaction with the three questionnaires was consistent with last year's high ratings. The response rate, though not perfect, was a strong.</p> <p>The greatest area of improvement in 2013-14 was in satisfaction with technology. It likely resulted from the December 2013 purchase of four memory-card video cameras. These cameras require far less time to</p>	Y
F 13-14 Capstone Results																															
	Q1	Q2	Q3																												
Agree	14	16	12																												
Neutral	3	0	4																												
Disagree	0	1	1																												
Satisfied	100%	94%	94%																												

		for their future career (Q2), and that they were satisfied with the quality of technology (Q3).			<table border="1"> <tr> <th colspan="4">F 12-13 Capstone Results</th> </tr> <tr> <th></th> <th>Q1</th> <th>Q2</th> <th>Q3</th> </tr> <tr> <td>Agree</td> <td>11</td> <td>12</td> <td>5</td> </tr> <tr> <td>Neutral</td> <td>3</td> <td>3</td> <td>5</td> </tr> <tr> <td>Disagree</td> <td>2</td> <td>1</td> <td>6</td> </tr> <tr> <td>Satisfied</td> <td>86%</td> <td>94%</td> <td>26%</td> </tr> </table> <table border="1"> <tr> <th colspan="4">F 11-12 Capstone Results</th> </tr> <tr> <th></th> <th>Q1</th> <th>Q2</th> <th>Q3</th> </tr> <tr> <td>Agree</td> <td>12</td> <td>13</td> <td>5</td> </tr> <tr> <td>Neutral</td> <td>3</td> <td>3</td> <td>7</td> </tr> <tr> <td>Disagree</td> <td>4</td> <td>3</td> <td>7</td> </tr> <tr> <td>Satisfied</td> <td>89%</td> <td>84%</td> <td>63%</td> </tr> </table>	F 12-13 Capstone Results					Q1	Q2	Q3	Agree	11	12	5	Neutral	3	3	5	Disagree	2	1	6	Satisfied	86%	94%	26%	F 11-12 Capstone Results					Q1	Q2	Q3	Agree	12	13	5	Neutral	3	3	7	Disagree	4	3	7	Satisfied	89%	84%	63%	<p>ingest footage into the editing computer and had been a primary source of interest among students in recent months.</p> <p>Overall, graduates indicate a favorable and improving view of their undergraduate studies.</p> <p>The measure and performance standard should be retained.</p>	
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	4b. Student satisfaction with the program's ability to help prepare them for their chosen career will be measured through the 2013 spring graduate exit survey results.	85% of the students surveyed will agree or strongly agree that program has prepared them for their chosen career.	The survey was directed to all fall and spring graduating students.	13	<p><u>11 out of 13 (85%)</u> students indicated that they are satisfied with the program's ability to help prepare them for their chosen career.</p> <table border="1"> <tr> <th colspan="4">Graduate Exit Survey Results</th> </tr> <tr> <th></th> <th>F11-12</th> <th>F12-13</th> <th>F13-14</th> </tr> <tr> <td>Very Satisfied</td> <td>8</td> <td>3</td> <td>8</td> </tr> <tr> <td>Somewhat Satisfied</td> <td>3</td> <td>2</td> <td>3</td> </tr> <tr> <td>Somewhat Dissatisfied</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>Very Dissatisfied</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	Graduate Exit Survey Results					F11-12	F12-13	F13-14	Very Satisfied	8	3	8	Somewhat Satisfied	3	2	3	Somewhat Dissatisfied	1	1	2	Very Dissatisfied	0	0	0	<p>A good number of seniors who had applied for graduation participated in the exit survey. This number surpassed the response rate in last year's senior class. This could be attributed to efforts by faculty advisors and our administrative assistant, who ensured that graduating seniors filling out graduation application forms completed the graduate exit survey.</p>																									
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PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
	CS 3113R, Multimedia Development will be part of our core for the first time beginning in 2015-16 (awaiting final approval by OSHRE).	Students must compete in the rapidly-advancing digital age.	Students will gain job skills in various types of digital software. CS 3113R provides practical instruction in PhotoShop, audio, video, Flash, and helps students understand digital terminology
	Instructors will teach Advanced Broadcast Practicum students how to organize and edit video stored on flash memory cards.	Most professionals now use flash memory to record video. Mini-DV tapes are becoming obsolete.	Student job skills will fit professional work flow.
	A new one hour major-elective course, COMM 1011, will be taught in spring 2015.	Students want more training on TV equipment like the switcher, audio and lighting.	Studio production will enhance student capabilities for RSU productions and for future jobs.
	Consider adopting a course in gender and technology as a major elective.	The course was offered as a special problems class and was well-received. It would particularly help students planning on technologically-oriented careers.	

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description
<p>Lee Williams: I give students more instant feedback during class, including some grades. This seems to work well for activity classes including Speech, News Reporting, Writing for the Media, Video Production, Corporate Media Production, and Advanced Broadcast Practicum (advanced video). Students seem to learn faster with immediate feedback.</p> <p>Jeff Gentry: Professor Blakely provides short chapter quizzes at the beginning of class to assess students’ understanding of the reading material. This practice encourages students to come to class prepared and improves the quality of discussion. I have adopted it also and find it highly fruitful. The diffusion of this teaching innovation came out of faculty peer-observation.</p>

PART 7 (A & B)





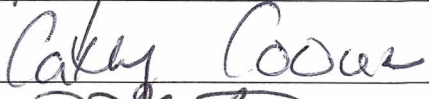
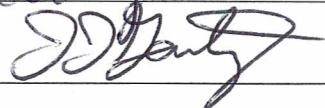
Assessment Measures and Faculty Participation

- A. Assessment Measures:
- 1) How many different assessment measures were used? 9

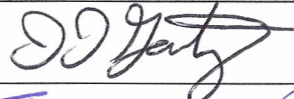
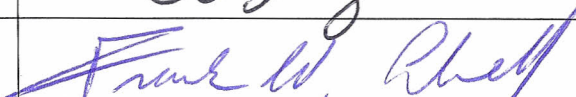
2) List the direct measures (see rubric): 6 (1a: written communication; 1b: oral communication; 1c: creative and critical thinking; 2a: test scores; 2b: final examination performance; and 2c: final projects

3) List the indirect measures (see rubric):): (3a: mid-point satisfaction survey, 4a: senior capstone survey and 4b graduate exit survey)
- B.
- 1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles: 6

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
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Juliet Evusa, Associate Professor	Data collection and analysis, writing report, assessment leadership.	
David Blakely, Associate Professor	Data collection, report/plan analysis	
Lee Williams, Assistant Professor	Data collection, report/plan analysis.	
Holly Kruse, Associate Professor	Data collection, report/plan analysis	
Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Jeffery Gentry, Professor	Data collection, report/plan analysis	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Jeffery Gentry		9/17/14
Dean	Frank Elwell		9-18-14