

Degree Program Student Learning Report

Revised August 2017

Communications **Bachelor of Arts**

Fall 2018-Spring 2019

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
No changes were proposed.	Not applicable	Not applicable

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
Not applicable	Not applicable	The Department of Communications didn't undergo peer review in the preceding academic year and did not receive a report after its previous peer review. The Department underwent peer review in Spring 2019 and will incorporate feedback from the review report in the upcoming academic year.

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' performance in their research paper in COMM 4163 in Global Comm.	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.	34	92% of students met or exceeded the C threshold.		Y			
					15-16		16-17	17-18	18-19
				A	16		12	11	10
				B	14		8	9	8
				C	4		9	4	13
				D	0		1	1	1
				F	1		2	0	2
				Total	35		31	25	34
Success	97%	94%	96%	92%					
1b. Oral communication will be measured by assessing all students' major debate presentation in COMM 3253	1b. 75% of students will demonstrate oral skills by achieving a grade of C or higher on their major oral debate presentations in COMM 3253	All participating students' presentation scores in COMM 3253 were counted.	17	100% of the students met or exceeded the C threshold.					
					15-16		16-17	17-18	18-19
				A	21		25	24	10
				B	36		29	9	6
				C	5		23	0	1
D	2	3	0	0					

**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)																																								
Argumentation & Persuasion.	Argumentation & Persuasion.			<table border="1"> <tr> <td>F</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>64</td> <td>35</td> <td>33</td> <td>17</td> </tr> <tr> <td>Succ</td> <td>97%</td> <td>96%</td> <td>100%</td> <td>100%</td> </tr> </table>					F	0	0	0	0	Total	64	35	33	17	Succ	97%	96%	100%	100%																										
F	0	0	0	0																																													
Total	64	35	33	17																																													
Succ	97%	96%	100%	100%																																													
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 4913 Senior Capstone.	All participating students' capstone presentations scores in COMM 4913 were counted. The oral presentations were reviewed by the entire department faculty.		<p>94% of students earned a C or higher on their capstone projects.</p> <table border="1"> <thead> <tr> <th></th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>12</td> <td>N/A</td> <td>15</td> <td>10</td> </tr> <tr> <td>B</td> <td>7</td> <td>N/A</td> <td>8</td> <td>3</td> </tr> <tr> <td>C</td> <td>9</td> <td>N/A</td> <td>1</td> <td>3</td> </tr> <tr> <td>D</td> <td>0</td> <td>N/A</td> <td>0</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> <td>N/A</td> <td>0</td> <td>1</td> </tr> <tr> <td>Total</td> <td>28</td> <td>N/A</td> <td>24</td> <td>17</td> </tr> <tr> <td>Succ</td> <td>100%</td> <td>N/A</td> <td>100%</td> <td>94%</td> </tr> </tbody> </table>						15-16	16-17	17-18	18-19	A	12	N/A	15	10	B	7	N/A	8	3	C	9	N/A	1	3	D	0	N/A	0	0	F	0	N/A	0	1	Total	28	N/A	24	17	Succ	100%	N/A	100%	94%	
	15-16	16-17	17-18	18-19																																													
A	12	N/A	15	10																																													
B	7	N/A	8	3																																													
C	9	N/A	1	3																																													
D	0	N/A	0	0																																													
F	0	N/A	0	1																																													
Total	28	N/A	24	17																																													
Succ	100%	N/A	100%	94%																																													

**H.
Conclusions**

In Global Communication, the professor eliminated the final exam, allowing students to focus more on their final projects, and this likely helped students in both sections to achieve the performance standard threshold. Students in Argumentation and Persuasion (1b) continued to demonstrate a high level of oral performance on their presentations, with all students earning a grade of C or above. Capstone students also continue to perform at a high level, with all but one student this academic year earning grades of C or better.

**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 Communication 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 Comm.Theory were counted.	25	80% of the students earned a C or better on their combined midterm and final examinations. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>A</td> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>B</td> <td style="text-align: center;">11</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">10</td> </tr> <tr> <td>C</td> <td style="text-align: center;">4</td> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> </tr> <tr> <td>D</td> <td style="text-align: center;">1</td> <td style="text-align: center;">8</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> </tr> <tr> <td>F</td> <td style="text-align: center;">3</td> <td style="text-align: center;">0</td> <td style="text-align: center;">4</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">38</td> <td style="text-align: center;">23</td> <td style="text-align: center;">24</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Succ</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">80%</td> </tr> </tbody> </table>		15-16	16-17	17-18	18-19	A	5	4	4	3	B	11	4	5	10	C	4	7	7	7	D	1	8	4	4	F	3	0	4	1	Total	38	23	24	25	Succ	89%	65%	67%	80%	Y
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A	5	4	4	3																																									
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C	4	7	7	7																																									
D	1	8	4	4																																									
F	3	0	4	1																																									
Total	38	23	24	25																																									
Succ	89%	65%	67%	80%																																									
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.	29	% of students earned a C or better on the final examination. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>A</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td>B</td> <td style="text-align: center;">8</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">10</td> </tr> <tr> <td>C</td> <td style="text-align: center;">9</td> <td style="text-align: center;">9</td> <td style="text-align: center;">3</td> <td style="text-align: center;">8</td> </tr> <tr> <td>D</td> <td style="text-align: center;">7</td> <td style="text-align: center;">9</td> <td style="text-align: center;">9</td> <td style="text-align: center;">5</td> </tr> <tr> <td>F</td> <td style="text-align: center;">10</td> <td style="text-align: center;">9</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">38</td> <td style="text-align: center;">36</td> <td style="text-align: center;">27</td> <td style="text-align: center;">29</td> </tr> <tr> <td>Succ</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">49%</td> <td style="text-align: center;">76%</td> </tr> </tbody> </table>		15-16	16-17	17-18	18-19	A	4	3	3	4	B	8	6	7	10	C	9	9	3	8	D	7	9	9	5	F	10	9	3	2	Total	38	36	27	29	Succ	55%	50%	49%	76%	Y
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D	7	9	9	5																																									
F	10	9	3	2																																									
Total	38	36	27	29																																									
Succ	55%	50%	49%	76%																																									
2c. Student-learning in media production will be measured by assessing all final	2c. 80% of students will earn a C grade or higher on their final project in COMM	All participating students' final projects scores in COMM 2003 were	29	97% demonstrated proficiency by securing a grade of C or better on the project. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>15-16</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> </tbody> </table>		15-16	16-17	17-18	18-19	Y																																			
	15-16	16-17	17-18	18-19																																									

projects in COMM 2003 Video Production.	2003 Video Production	counted.		A	15	14	30	14
				B	10	6	13	13
				C	0	6	3	1
				D	1	2	1	0
				F	1	1	2	1
				Total	27	29	49	29
				Succ	93%	93%	93%	96%

**H.
Conclusions**

In Communication Theory (2a), the instructor changed the course to be focused on only media theory, leaving out speech/human communication (e.g. interpersonal, small group, organizational, and public communication) theories, and used a new textbook to reflect the new focus. This focus better reflects the interests of majors in the program, and may well reflect the improvement in student. In Research Methods (2b), both sections met the performance standard threshold, likely because there were chapter quizzes and in-class exam reviews that were administered prior to the final exam. The class also used the “Kahoot” app, which works in a way similar to “Jeopardy,” to review chapter quizzes. Students enjoyed competing for these bonus points. Students in Video Production (2c) continued to perform at a high level, far exceeding the performance standard threshold once again. In the fall, Video Production students were given an additional shooting/editing assignment because of their eagerness and excitement to produce quality work.

**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	All participating communication majors student surveys responses were counted.	0		15-16	16-17	17-18	18-19	N/A
				SA	14	N/A	N/A	N/A	
				A	22	N/A	N/A	N/A	
				Neu	3	N/A	N/A	N/A	
				D	0	N/A	N/A	N/A	
				SD	0	N/A	N/A	N/A	
				Total	39	N/A	N/A	N/A	

	coursework.			Succ	92%	N/A	N/A	N/A	
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**H.
Conclusions**

For the third year in a row, no mid-point survey was administered in Argumentation and Persuasion. This is because the previous instructor left two years ago, and didn't submit data or leave a copy of the survey. Once the department determines in which class the survey will be given in 2019-2020 (see 5 below), the department will resume giving the survey.

**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.	9	56% agree that their courses were effective, 56% agree that they are prepared for the future, and 67% agree that they are satisfied with departmental technology. <table border="1" style="margin-top: 10px;"> <thead> <tr> <th colspan="4" style="text-align: center;">18-19 Capstone Results</th> </tr> <tr> <th></th> <th>Courses</th> <th>Future</th> <th>Tech</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Neutral</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Disagree</td> <td style="text-align: center;">4</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">9</td> <td style="text-align: center;">9</td> <td style="text-align: center;">9</td> </tr> <tr> <td>Success</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">56%</td> <td style="text-align: center;">67%</td> </tr> </tbody> </table> <table border="1" style="margin-top: 10px;"> <thead> <tr> <th colspan="4" style="text-align: center;">17-18 Capstone Results</th> </tr> <tr> <th></th> <th>Courses</th> <th>Future</th> <th>Tech</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Neutral</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Disagree</td> <td style="text-align: center;">8</td> <td style="text-align: center;">7</td> <td style="text-align: center;">7</td> </tr> </tbody> </table>	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	N
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Total	30	30	N/A																													
Success	90%	90%	N/A																													

**H.
Conclusions**

Students surveyed in the Capstone course indicated greater satisfaction than last year with program courses, their preparation for future careers, and the technology available to students. This improvement may be due to department equipment purchases, as well as the presence of and increased student exposure to a new faculty member with expertise in advertising and public relations, something the department previous lacked. Only nine students, however, completed the departmental senior survey, which makes it difficult to draw conclusions about the graduating class as a whole.

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
COMM 4163 Global Communication will no longer be used to measure the first learning outcome.	1a	Two courses taught by Dr. Evusa are already included in program course assessment, while as things stand for next year, with the elimination of Argumentation and Persuasion from proposed required curriculum, no courses taught by Dr. Blakely and Mr. Hartley are included. The proposed change to learning outcome 3 (see below) will partly but not fully address this concern. This change should better reflect outcomes produced by the entire faculty.
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.	1b	COMM 3253 will no longer be a required course for majors if the proposed departmental curriculum changes are approved.
The midterm exam or student projects rather than the final exam will be assessed in COMM 3713: Communication Research Methods	2b	Students may not be meeting the performance standard in this course because they are aware of what scores they need to earn on the final to pass the class, and thus they don't try as hard as they could on the final exam. The expectation is that the change will better reflect how successful students are learning in the class.

The mid-point satisfaction survey will no longer be administered in COMM 3253 Argumentation and Persuasion but will instead be administered in Media Law, Public Relations Strategies, or Digital Design.	3a	COMM 3253 will no longer be a required course for majors if the proposed departmental curriculum changes are approved. The three classes listed as possibilities will be required and will be taken by most majors at the midpoints in their academic careers.
Student learning reports will discuss trends in the "Conclusions" section under each learning outcome to better illustrate the trends over time demonstrated by data in the tables.	1-4	The proposed change will allow assessment peer reviewers to more easily understand what the tables of data are meant to illustrate.
The department will formulate new student learning outcomes	1-4	Some of the current departmental student learning outcomes encompass too many outcomes and are too general. The department plans to formulate new learning outcomes that are more specific and targeted.
Future student learning reports will include departmental purposes that match those in the Bulletin.	N/A	This recommendation by the peer reviewers makes sense, and it wasn't implemented in this SLR because the faculty members were unable to find where departmental purposes were listed in the Bulletin.

PART 6




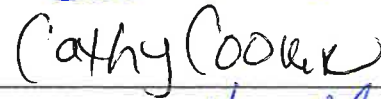
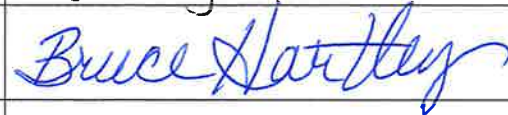

Summary of Assessment Measures

- 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



C. List the indirect measures (see appendix):

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
Dr. Juliet Evusa, Professor	Data collection, report/plan analysis	
Dr. David Blakely, Associate Professor	Data collection, report/plan analysis	
Mr. Lee Williams, Assistant Professor	Data collection, report/plan analysis	
Ms. Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Mr. Bruce Hartley, Instructor	Data collection, report/plan analysis	
Dr. Holly Kruse, Professor	Data collection, report/plan analysis, writing report	

B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Mr. Steven Rosser		5-20-19
Dean	Dr. Keith Martin		6/12/19