

Degree Program Student Learning Report

Revised August 2017

Communications

Bachelor of Arts

Fall 2019-Spring 2020

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 and 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 |
|--|-------------------------------|---|
| <p>COMM 4163 Global Communication will no longer be used to measure the first learning outcome, because another course taught by Dr. Juliet Evusa is already include in program assessment.</p> | <p>N</p> | <p>The old curriculum remained in place for the academic year, so no changes were made in which courses are used to as measures of student learning outcomes. Over the summer Dr. Juliet Evusa and Mr. Bruce Hartley will discuss which one of his courses in the core under the new curriculum will be used in the place of COMM 4163.</p> |
| <p>The grade on the presentation in COMM 3253 Argumentation and Persuasion will no longer be used as an assessment measure because the course will no longer be required for majors. A presentation in another required course will be used.</p> | <p>N</p> | <p>Again, the old curriculum remained in place, so this measure was used for this assessment cycle. A new assignment in a core class like COMM 3413 Media Law will replace the debate/presentation in Argumentation and Persuasive in future student learning reports.</p> |
| <p>The midterm exam or student projects rather than the final exam will be assessed in COMM 3713: Communication Research Methods. 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.</p> | <p>N</p> | <p>Disruption in the Spring 2020 semester caused by COVID-19 meant that discussion of relatively minor changes in assessment didn't happen. The department will revisit this possible change in the upcoming academic year.</p> |
| <p>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.</p> | <p>N</p> | <p>With the new curriculum fully approved and in place in 2020-2021, the department will determine over the summer in which class the mid-point survey will be given.</p> |

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 |
|---|-------------------|---|
| Student learning reports should discuss trends in the "Conclusions" section under each learning outcome to better illustrate the trends over time demonstrated by data in the tables. | Y | This year's student learning reports endeavor to better explain trends in the data in the tables. |
| The department should formulate new student learning outcomes, because some of the current departmental student learning outcomes encompass too many outcomes and are too general. | N | The department spent the 2019-2020 academic year finishing the overhaul of its curriculum and will turn to revising its student learning outcomes to make them more specific and targeted during the 2020-2021 academic year. |
| Future student learning reports should include departmental purposes that match those in the Bulletin. | N | This recommendation by the peer reviewers would likely have been addressed without COVID-19 abruptly changing departmental priorities and communication. |

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. | 22 | <p>92% of students met or exceeded the C threshold.</p> <table border="1" data-bbox="526 275 820 976"> <thead> <tr> <th></th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>12</td> <td>11</td> <td>10</td> <td>9</td> </tr> <tr> <td>B</td> <td>8</td> <td>9</td> <td>8</td> <td>10</td> </tr> <tr> <td>C</td> <td>9</td> <td>4</td> <td>13</td> <td>3</td> </tr> <tr> <td>D</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>F</td> <td>2</td> <td>0</td> <td>2</td> <td>0</td> </tr> <tr> <td>Total</td> <td>31</td> <td>25</td> <td>34</td> <td>22</td> </tr> <tr> <td>Success</td> <td>94%</td> <td>96%</td> <td>92%</td> <td>100%</td> </tr> </tbody> </table> | | 16-17 | 17-18 | 18-19 | 19-20 | A | 12 | 11 | 10 | 9 | B | 8 | 9 | 8 | 10 | C | 9 | 4 | 13 | 3 | D | 1 | 1 | 1 | 0 | F | 2 | 0 | 2 | 0 | Total | 31 | 25 | 34 | 22 | Success | 94% | 96% | 92% | 100% | Y | | | | | |
| | 16-17 | 17-18 | 18-19 | 19-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 12 | 11 | 10 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 8 | 9 | 8 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 9 | 4 | 13 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 1 | 1 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 2 | 0 | 2 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 31 | 25 | 34 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Success | 94% | 96% | 92% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1b. Oral communication will be measured by assessing all students' major debate presentation in COMM 3253 Argumentation & Persuasion. | 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 Argumentation & Persuasion. | All participating students' presentation scores in COMM 3253 were counted. | 13 | <p>100% of the students met or exceeded the C threshold.</p> <table border="1" data-bbox="911 275 1237 976"> <thead> <tr> <th></th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>25</td> <td>24</td> <td>10</td> <td>8</td> </tr> <tr> <td>B</td> <td>29</td> <td>9</td> <td>5</td> <td>5</td> </tr> <tr> <td>C</td> <td>23</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>D</td> <td>3</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>0</td> </tr> <tr> <td>F</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>80</td> <td>33</td> <td>17</td> <td>13</td> </tr> <tr> <td>Succ</td> <td>96%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> | | 16-17 | 17-18 | 18-19 | 19-20 | A | 25 | 24 | 10 | 8 | B | 29 | 9 | 5 | 5 | C | 23 | 0 | 1 | 0 | D | 3 | 0 | 0 | 0 | F | 0 | 0 | 0 | 0 | F | 0 | 0 | 0 | 0 | Total | 80 | 33 | 17 | 13 | Succ | 96% | 100% | 100% | 100% | Y |
| | 16-17 | 17-18 | 18-19 | 19-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 25 | 24 | 10 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 29 | 9 | 5 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 23 | 0 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 3 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 80 | 33 | 17 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Succ | 96% | 100% | 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 projects presentations scores in COMM 4913 were counted. The oral presentations were reviewed by the entire department faculty. | 19 | 100% of students earned a C or higher on their capstone projects. | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|-------|---|---|--|-------|-------|-------|-------|---|-----|----|----|---|---|-----|---|---|---|---|-----|---|---|---|---|-----|---|---|---|---|-----|---|---|---|-------|-----|----|----|----|------|-----|------|-----|------|
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| | 16-17 | 17-18 | 18-19 | 19-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | N/A | 15 | 10 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | N/A | 8 | 3 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | N/A | 1 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | N/A | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | N/A | 0 | 1 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | N/A | 24 | 17 | 19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Succ | N/A | 100% | 94% | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

H.

Conclusions

In Global Communication, all students exceeded the performance threshold in both the final research paper and presentations. Once again, this can be attributed to the cumulative approach of assignments leading up to their final research paper. The instructor also required students to submit their final research draft copy weeks prior to the assignment's deadline. The instructor also adopted two new textbooks that provided updated issues surrounding the globalization of the media and popular culture. The instructor intends to change the title of this course to reflect the aforementioned changes. Students in Argumentation and Persuasion (1b) exceeded last year's performance by eight percent, surprising the instructor by their performance despite challenges faced debating via meeting. These students were resilient, never missed a Zoom class, and took advantage of Zoom office hours to inquire about each debate's expectation. Capstone students also continue to perform at a high level, with all students 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. | 24 | <p>33% of the students earned a C or better on their combined midterm and final exams.</p> <table border="1"> <thead> <tr> <th></th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4</td> <td>4</td> <td>3</td> <td>0</td> </tr> <tr> <td>B</td> <td>4</td> <td>5</td> <td>10</td> <td>2</td> </tr> <tr> <td>C</td> <td>7</td> <td>7</td> <td>7</td> <td>5</td> </tr> <tr> <td>D</td> <td>8</td> <td>4</td> <td>4</td> <td>8</td> </tr> <tr> <td>F</td> <td>0</td> <td>4</td> <td>1</td> <td>9</td> </tr> <tr> <td>Total</td> <td>23</td> <td>24</td> <td>25</td> <td>24</td> </tr> <tr> <td>Succ</td> <td>65&</td> <td>67%</td> <td>80%</td> <td>33%</td> </tr> </tbody> </table> | | 16-17 | 17-18 | 18-19 | 19-20 | A | 4 | 4 | 3 | 0 | B | 4 | 5 | 10 | 2 | C | 7 | 7 | 7 | 5 | D | 8 | 4 | 4 | 8 | F | 0 | 4 | 1 | 9 | Total | 23 | 24 | 25 | 24 | Succ | 65& | 67% | 80% | 33% | N |
| | 16-17 | 17-18 | 18-19 | 19-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 4 | 4 | 3 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 4 | 5 | 10 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 7 | 7 | 7 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 8 | 4 | 4 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 0 | 4 | 1 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 23 | 24 | 25 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Succ | 65& | 67% | 80% | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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. | 22 | <p>81% of students earned a C or better on the final examination.</p> <table border="1"> <thead> <tr> <th></th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td>3</td> <td>4</td> <td>0</td> </tr> <tr> <td>B</td> <td>6</td> <td>7</td> <td>10</td> <td>10</td> </tr> <tr> <td>C</td> <td>9</td> <td>3</td> <td>8</td> <td>8</td> </tr> <tr> <td>D</td> <td>9</td> <td>9</td> <td>5</td> <td>3</td> </tr> <tr> <td>F</td> <td>9</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Total</td> <td>36</td> <td>27</td> <td>29</td> <td>22</td> </tr> <tr> <td>Succ</td> <td>50%</td> <td>49%</td> <td>76%</td> <td>81%</td> </tr> </tbody> </table> | | 16-17 | 17-18 | 18-19 | 19-20 | A | 3 | 3 | 4 | 0 | B | 6 | 7 | 10 | 10 | C | 9 | 3 | 8 | 8 | D | 9 | 9 | 5 | 3 | F | 9 | 3 | 2 | 1 | Total | 36 | 27 | 29 | 22 | Succ | 50% | 49% | 76% | 81% | Y |
| | 16-17 | 17-18 | 18-19 | 19-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 3 | 3 | 4 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 6 | 7 | 10 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 9 | 3 | 8 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 9 | 9 | 5 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 9 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 36 | 27 | 29 | 22 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Succ | 50% | 49% | 76% | 81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 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. | 28 | 85% demonstrated proficiency by securing a grade of C or better on the project. | Y | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-------|---|---|--|-------|-------|-------|-------|---|----|----|----|----|---|---|----|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-------|----|----|----|----|------|-----|-----|-----|-----|
| <table border="1"> <thead> <tr> <th></th> <th>16-17</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>14</td> <td>30</td> <td>14</td> <td>15</td> </tr> <tr> <td>B</td> <td>6</td> <td>13</td> <td>13</td> <td>8</td> </tr> <tr> <td>C</td> <td>6</td> <td>3</td> <td>1</td> <td>3</td> </tr> <tr> <td>D</td> <td>2</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>F</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>Total</td> <td>29</td> <td>49</td> <td>29</td> <td>28</td> </tr> <tr> <td>Succ</td> <td>93%</td> <td>93%</td> <td>96%</td> <td>85%</td> </tr> </tbody> </table> | | | | | | | 16-17 | 17-18 | 18-19 | 19-20 | A | 14 | 30 | 14 | 15 | B | 6 | 13 | 13 | 8 | C | 6 | 3 | 1 | 3 | D | 2 | 1 | 0 | 1 | F | 1 | 2 | 1 | 1 | Total | 29 | 49 | 29 | 28 | Succ | 93% | 93% | 96% | 85% |
| | 16-17 | 17-18 | 18-19 | 19-20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | 14 | 30 | 14 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | 6 | 13 | 13 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | 6 | 3 | 1 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | 2 | 1 | 0 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | 1 | 2 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 29 | 49 | 29 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Succ | 93% | 93% | 96% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**H.
Conclusions**

In Communication Theory (2a), the instructor introduced weekly quizzes into the course, and decided to eliminate the midterm exam and give a comprehensive final exam. This was not a wise move in terms of student learning outcomes, and the instructor will return to giving a midterm exam (while retaining the quizzes) in the next academic year. In Research Methods (2b), both sections met the performance standard threshold and seemed unaffected by moving online because of COVID-19. The class sections used Kahoot to review for both exams, took chapter quizzes, and met with their instructor Zoom to analyze their online survey raw data. Students in Video Production (2c) continued to perform at a high level, exceeding the performance standard threshold once again. Students in Spring semester were likely encounters difficulties due to courses being moved online because of COVID-19.

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. | 13 | 69% of students report that they are satisfied with their undergraduate coursework. | N | | | |
| | | | | 15-16 | 16-17 | 17-18 | 19-20 | |
| | | | | SA | N/A | N/A | N/A | 4 |
| | | | | A | N/A | N/A | N/A | 5 |
| | | | | Neu | N/A | N/A | N/A | 4 |
| | | | | D | N/A | N/A | N/A | 0 |
| | | | | SD | N/A | N/A | N/A | 0 |
| | | | | Total | N/A | N/A | N/A | 13 |
| Succ | N/A | N/A | N/A | 69% | | | | |

H.
Conclusions

After a three-year absence the mid-point survey was once again administered in Argumentation and Persuasion. The department will continue to give this survey each year, most likely in the Media Law class that will now be required of all students. This year the threshold of 75% of students reporting satisfaction with their undergraduate coursework was not met, but the faculty expects that students will express more satisfaction once the new program curriculum is fully in place starting in the 2020-2021 academic year.

A.
Student Learning Outcome

| B. Assessment Measure | C. Performance Standard | D. Sampling Method | E. Sample Size (n) | F. Results | G. Standard Met (Y/N) | |
|---|--|---|---|-------------------|---|---|
| SLO #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 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. | 11 | 91% agree that their courses were effective, 82% agree that they are prepared for the future, and 82% agree that they are satisfied with departmental technology. | Y |

| 19-20 Capstone Results | | |
|------------------------|--------|------|
| Courses | Future | Tech |
| Agree | 10 | 9 |
| Neutral | 1 | 1 |
| Disagree | 0 | 1 |
| Total | 11 | 11 |
| Success | 91% | 82% |

| 18-19 Capstone Results | | |
|------------------------|--------|------|
| Courses | Future | Tech |
| Agree | 5 | 6 |
| Neutral | 0 | 0 |
| Disagree | 4 | 3 |
| Total | 9 | 9 |
| Success | 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**

Student survey results were only available for Spring semester and not from the Fall capstone students. Students surveyed in the Capstone course continue to indicate greater satisfaction than previous years 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 continued student exposure to a relatively new faculty member with expertise in advertising and public relations, something the department previous lacked.

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 | During the most recent department peer review, the peer reviewers pointed out that some of the current departmental student learning outcomes encompass too many outcomes and are too general. |
| 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. |

| | | |
|--|------------|--|
| <p>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.</p> | <p>3a</p> | <p>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.</p> |
| <p>Revise departmental purpose.</p> | <p>N/A</p> | <p>The most recent peer review pointed out that the departmental purpose on our SLRs 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: <i>"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."</i></p> |

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 |
|------------------------------------|---|---|
| Juliet Evusa, Professor | Data collection, report/plan analysis |  |
| David Blakely, Associate Professor | Report/plan analysis |  |
| Lee Williams, Assistant Professor | Data collection, report/plan analysis |  |
| Bruce Hartley, Instructor | Report/plan analysis |  |
| Holly Kruse, Professor | Data collection, report/plan analysis, writing report |  |

Catherine Haindale signing per attached.

B. Reviewed by:

| Titles | Name | Signature | Date |
|-----------------|---------------|---|--------|
| Department Head | Steven Rosser |  | 6.2.20 |
| Dean | Keith Martin |  | 6/2/20 |

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.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?

Catherine Heimdale

From: Juliet Evusa
Sent: Tuesday, June 2, 2020 1:28 PM
To: Catherine Heimdale
Subject: Re: SUMMER ONLINE SPEECH SYLLABUS

Please sign our general education and program student learning assessment reports on my behalf.

Stay safe, Catherine.

je

Juliet Evusa, Professor
Department of Communications
Baird Hall Room 221B
918-343-7677



ROGERS STATE
UNIVERSITY

From: Catherine Heimdale <cheimdale@rsu.edu>
Sent: Tuesday, June 2, 2020 8:28 AM
To: Juliet Evusa <jevusa@rsu.edu>
Subject: RE: SUMMER ONLINE SPEECH SYLLABUS

THANKS!

Catherine Heimdale

Administrative Assistant
Communications/History&Political Science



Baird Hall Rm 221
1701 W Will Rogers Blvd
Claremore, OK 74017
918 343 6825
www.rsu.edu
cheimdale@rsu.edu

From: Juliet Evusa <jevusa@rsu.edu>
Sent: Sunday, May 31, 2020 7:22 PM
To: Catherine Heimdale <cheimdale@rsu.edu>
Cc: Steven Rosser <srosser@rsu.edu>
Subject: SUMMER ONLINE SPEECH SYLLABUS

I have attached PDF copies of my summer courses.

Catherine Heimdale

From: Lee Williams
Sent: Monday, June 1, 2020 3:54 PM
To: Catherine Heimdale
Subject: Re: Communication Gen Ed and Program Student Learning Reports

You can sign for me.

Lee

From: Holly Kruse <hkruse@rsu.edu>
Sent: Monday, June 1, 2020 2:44 PM
To: Catherine Heimdale <cheimdale@rsu.edu>; Steven Rosser <srosser@rsu.edu>
Cc: Juliet Evusa <jevusa@rsu.edu>; Lee Williams <lwilliams@rsu.edu>; Bruce Hartley <bhartley@rsu.edu>; David Blakely <dblakely@rsu.edu>; Tip Crowley <tcrowley@rsu.edu>; Mary Millikin <millikin@rsu.edu>; Keith Martin <kmartin@rsu.edu>
Subject: Communication Gen Ed and Program Student Learning Reports

Hi Catherine,

I hope that you're doing well. I've attached the student learning reports (SLRs) for the past academic year. I am hoping that you can print out both of them and then sign on the both signature pages for all of the faculty members who need to sign and who aren't on campus. I learned in the most recent University Assessment Committee meeting that this would be an acceptable option, so I am giving you permission to sign for me. If the other faculty members (Juliet, Lee, Bruce, and David) aren't on campus now and haven't yet given you permission to do this for them, I am strongly urging them to give you permission ASAP. I figured this would be easier than me figuring out and explaining for each person's computer set-up how to do an electronic signature.

I was always told these signatures needed to be in blue ink. I'm not sure if that's true, but it can't hurt.

After there are signatures for everyone, can you give the SLRs to Steve Rosser for him to approve and sign?

Thanks!
Holly

Holly Kruse, Ph.D.
Professor of Communications
Greg Kunz Endowed Chair in Communications
Rogers State University
1701 W. Will Rogers Blvd.
Claremore, OK 74017
918.343.7879
hkruse@rsu.edu

Catherine Heimdale

From: Bruce Hartley
Sent: Monday, June 1, 2020 2:56 PM
To: Holly Kruse; Catherine Heimdale; Steven Rosser
Cc: Juliet Evusa; Lee Williams; David Blakely; Tip Crowley; Mary Millikin; Keith Martin
Subject: Re: Communication Gen Ed and Program Student Learning Reports

Holly,

Thank you for all you've done on this report.

Catherine has my permission to sign the forms on my behalf.

Bruce

From: Holly Kruse <hkruse@rsu.edu>
Sent: Monday, June 1, 2020 2:44 PM
To: Catherine Heimdale <cheimdale@rsu.edu>; Steven Rosser <srosser@rsu.edu>
Cc: Juliet Evusa <jevusa@rsu.edu>; Lee Williams <lwilliams@rsu.edu>; Bruce Hartley <bhartley@rsu.edu>; David Blakely <dblakely@rsu.edu>; Tip Crowley <tcrowley@rsu.edu>; Mary Millikin <millikin@rsu.edu>; Keith Martin <kmartin@rsu.edu>
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Professor of Communications
Greg Kunz Endowed Chair in Communications
Rogers State University
1701 W. Will Rogers Blvd.

Catherine Heimdale

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Sent: Monday, June 1, 2020 2:44 PM
To: Catherine Heimdale; Steven Rosser
Cc: Juliet Evusa; Lee Williams; Bruce Hartley; David Blakely; Tip Crowley; Mary Millikin; Keith Martin
Subject: Communication Gen Ed and Program Student Learning Reports
Attachments: CommProgSLR2019-20.docx; CommGenEdSLR2019-2020.docx

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hkruse@rsu.edu

Catherine Heimdale

From: Steven Rosser
Sent: Tuesday, June 2, 2020 1:35 PM
To: Catherine Heimdale
Subject: Re: SUMMER ONLINE SPEECH SYLLABUS

Great! Dr. Martin said I could sign for David if we don't hear from him so, if you would sign for the faculty and bring the document to me. I will sign and take to the Dean. If possible I would like to do that today before you leave. Thanks.
Steven

From: Catherine Heimdale <cheimdale@rsu.edu>
Date: Tuesday, June 2, 2020 at 1:28 PM
To: Steven Rosser <srosser@rsu.edu>
Subject: FW: SUMMER ONLINE SPEECH SYLLABUS

Got Juliet's

Catherine Heimdale

Administrative Assistant
Communications/History&Political Science



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Department of Communications

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