Please make any necessary changes to the department's purpose statement, goals, or student learning outcomes. Remember each SLO must be assessed between program review cycles.

<u>Communications Program Purpose Statement</u>:
The mission of the communication department is to prepare competent communicators by providing students a foundation in communication theory and practice that will enhance their personal, civic, and professional lives.

Program Student Learning Outcomes Communication Major Students who complete the major in communication can expect to develop:	2015-2016		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
the ability to express audience-centered messages clearly in both speaking and writing.	Program Review	Assessment Planning		X				Program Review-Fall
confidence and competence in presentations in speaking encounters from the relationship level to public presentations.						X		
strategies for overcoming communication barriers.							X	
media literacy about how media messages are created and how those messages impact how we communicate.					X			

Program Student Learning Outcomes Digital Media Students who complete the **digital media major** with the communication emphasis will develop competence in:	2015-2016		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
the ability to express audience-centered messages clearly in both speaking and writing.	Program Review	Assessment Planning		X				Program Review-Fall
obtaining still images, audio, and video, and combining these media with text to tell stories effectively.							X	
designing, laying out, and publishing content online and in print.						X		
Media literacy about how media messages are created and how those messages impact how we communicate.					X			

1. Select Your Department	Communication
2. Has the program's purpose, SLOs, or program review year changed from the above document?	Yes
Upload the edited Purpose/SLO doc here.	app.captainform.com/upload_dld.php?fileid=79c6062a481ed7eac5e052a115df31eb
3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.	No
Upload program review pdf.	
1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.	
-Exam created by department or external agency	yes
Please describe any other direct evidence gathered this year	Rubric for service learning project in conflict communication
2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.	
-Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	yes
Please describe any other indirect evidence gathered this year:	
3. Please select how the evidence was evaluated, analyzed, or interpreted.	
-Used a rubric/scoring guide	yes
-Scored exams/quizzes	yes
Please describe any other methods not listed:	
4. Enter the number of students assessed for each SLO.	26
5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.	For the SLO that read "Students who complete the major in communication can expect to develop strategies for effectively managing conflict." we assessed students in the conflict communication class through two routes. First, we examined exam scores for the students to see if they were understanding theory and application for general content in the course. On the midterm exam, 11 Students earned a C or higher. 7 students earned D's or F's. The average grade was 73%. On the final exam, 12 students earned a C or higher. 6 students earned D's or F's. The average grade was 76%. These scores indicate that students are understanding the content in an average manner. Although every teacher would like their students earn an "A," an average score is more common and these scores reflect that the class.

Second, we assessed students' participation in a service learning project teaching elementary students conflict resolution skills at a local elementary school. 100% of students in the course earned a "B" or higher on the service learning project, indicating above average or exemplary achievement. The scores were likely so high due to several factors, including (1) students worked in groups and could use strengths from one another to improve their projects, and (2) students were taking curriculum they created to an elementary school, and students wanted to perform well so they would impact the elementary students positively. The scores on the rubrics--and witnessing the students achieve success with their projects--indicated that students indeed developed strategies for effectively managing conflict *and* shared those with young students in our community.

At the end of the semester, students were asked to write a letter to the textbook author and share three insights they had learned through the course. The letters reflected that students were impacted by a variety of course concepts. 94% of the students could identify conflict theories and concepts and correctly and appropriately explain how those ideas impacted the students' use of conflict strategies.

Because of our new hires in Communication during the past two years, we met at the beginning of the school year and revised the SLOs for the program and slimmed down from 11 SLOs for the communication major and six for the digital media major to four for each. We eliminated one of the SLOs we were meant to assess this year, and elected to instead assess a new SLO that students will develop the ability to express audience-centered messages clearly in both speaking and writing. To assess this, we examined the senior project--a service learning oral history legacy project. We used a rubric to evaluate the students written project and their oral presentation.

Last year, our assessment led us to create a new requirement for students to participate in the oral history project. Previously, some students were

working on the assignment and doing quite poorly on the writing part. The new criteria requires students to earn a "C" or better on a literature review in the Senior Seminar in Communication Research course in the fall before they can participate in the oral history project in the spring. If they do not meet this criteria, the students must repeat the literature review assignment for the senior project with more structured guidance from the instructor in order to improve their writing skills. This year, two students did not meet the criteria, and repeated the literature assignment. Both students failed the fall semester assignment. In the spring one earned a C on the assignment and the other earned a B. There was great improvement in the students' writing. |

	The remaining students completed the Oral History Legacy project in the spring. The projects were quite a bit stronger overall than last year's projects--in great part, we believe, due to the new criteria. Of the five students who completed this project, four earned a B and one student earned an A. Thus 100% of our seniors earned a "C" or better on their senior projects, which required the ability to express audience-centered messages clearly in writing. All of the students earned an A on their presentations, sharing the Oral History Legacy projects, which required the ability to express audience-centered messages clearly in speaking.
6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)	app.captainform.com/upload_dld.php?fileid=7ea0fd37a5ae4ebdd079269e3d32a4ef
7. What describes how the program plans to use the results?	
-Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)	yes
-Results indicated no action needed because students met expectations	yes
-Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions continue)	yes
Please describe any other uses not listed:	That we still have students not *prepared* to complete the senior project is a concern. The writing skills are still the area that we see the lowest competency. Thus, we need to emphasize writing skills through writing projects in each class when appropriate. Students take Advanced Expository Writing and Editing. Both of these courses should be helping students to improve their writing skills. We will be talking as a department about ways to improve students' writing skills before they enter their senior year.
8. What program changes or modifications to improve student learning were made this year based on last year's assessment results?	Much of this was explained above in #5. A repeat: Last year, our assessment led us to create a new requirement for students to participate in the oral history project. Previously, some students were working on the assignment and doing quite poorly on the writing part. The new criteria requires students to earn a "C" or better on a literature review in the Senior Seminar in Communication Research course in the fall before they can participate in the oral history project in the spring. If they do not meet this criteria, the students must repeat the literature review assignment for the senior project with more structured guidance from the instructor in order to improve their writing skills. This year, two students did not meet the criteria, and repeated the literature assignment. Both students failed the fall semester assignment. In the spring one earned a C on the assignment and the other earned a B. There was great improvement in the students' writing in these assignments. Following this new criteria also alleviated the senior seminar professor's time in editing these service learning projects for students' whose writing skills were sorely lacking the ability to create a project that could be shared with a community partner.
If you have supporting data please include it. (Previous department reports can be found at Step 01. Use the Previous button below.)	
1. The department will submit a program review NEXT YEAR.	No
2. SLO(s) the department will assess NEXT YEAR is/are:	Students who complete the communication major or the digital media major with the communication emphasis will develop media literacy about how media messages are created and how those messages impact how we communicate.
3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.	
-Assignment/exam paper completed as part of regular coursework and used for program-level assessment	yes
Please describe any other direct evidence planned for next year:	
4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.	
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	yes
Please describe any other indirect evidence planned for next year:	
5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?	80
6. Is the department interested in learning how to apply for an assessment grant?	No

Conflict Communication

Midterm and Final Exam Scores

- A - 4
- B - 6
- C - 1
- D - 3
- F – 4
- Mean: 36.6/50 = C; Mode: B

Midterm Exam Student Results

Grade
43.5/50, B (87%)
26/50, F (52%)
45/50, A (90%)
12/50, F (24%)
44.5/50, B (89%)
34/50, D (68%)
47/50, A (94%)
44.5/50, B (89%)
46.5/50, A (93%)
9/50, F (18%)
43.5/50, B (87%)
31.5/50, D (63%)
39/50, C (78%)
40.5/50, B (81%)
47/50, A (94%)
32.5/50, D (65%)
24.5/50, F (49%)
44/50, B (88%)

- A - 4
- B - 5
- C - 3
- D - 4
- F – 2
- Mean: 45.5/60 = C; Mode: B

Student Results Final Exam

	Grade
	51/60, B (85%)
	32/60, F (53.33%)
	51/60, B (85%)
	22/60, F (36.67%)
	52/60, B (86.67%)
	47/60, C (78.33%)
	55/60, A (91.67%)
	55/60, A (91.67%)
	50/60, B (83.33%)
	51/60, B (85%)
	43.5/60, C (72.5%)
	37/60, D (61.67%)
	43/60, C (71.67%)
	40/60, D (66.67%)
	57/60, A (95%)
	41/60, D (68.33%)
	38/60, D (63.33%)
	55/60, A (91.67

Conflict Communication
Service Learning Project (75 points)

Group Names: _____

The ultimate goal is to create a curriculum individuals working with kids can use to help them respond to conflict episodes they have with their peers—especially when bullying is involved. The work for the project should be completed in the following phases.

Objectives will be evaluated on a 5-point scale, where

> 5=Superbly completed objective
> 4=Objective completed well
> 3=Objective completed adequately
> 2=Objective completed poorly
> 1=Did not complete objective

Part I: RESEARCH

The student:

1. Conducted research on the topic of bullying and examined the history of the topic, how it occurs in schools today, and the impact it has on students.	1	2	3	4	5
2. Reported how schools and communities have responded to bullying and what resources are available to kids in trouble.	1	2	3	4	5

Part II: SKILLS & RESOURCES

The group:

1. Created a list of skills that children need to develop in order to successfully negotiate conflict episodes.	1	2	3	4	5
2. Created an annotated bibliography of resources that may be of use to the group as they proceed through the project. References are cited in APA format.	1	2	3	4	5

Part III: ACTIVITIES

The group:

1. Created an original curriculum guide following the format guidelines and was appropriate in content and adapted for ____ graders.	1	2	3	4	5
2. Created a second original curriculum guide following the format guidelines and was appropriate in content and adapted for ____ graders.	1	2	3	4	5
3. Created a third original curriculum guide following the format guidelines that was appropriate in content and adapted for ____ graders.	1	2	3	4	5
4. All guides were well-written using appropriate spelling and grammar, focused on conflict concepts relevant to project, and included resources to reinforce the messages they're	1	2	3	4	5

sharing with the kids in the activities.	
	Current total: _____
5. Up to an additional five points can be earned WHEN your group completes the following: ___ make corrections noted in the curriculum guides ___ submit old paper guides and corrected electronic guides via e-mail to professor ___ submit a detailed, written list of supplies needed for the activity counselor selected ___ provide a request for resources for the children/teachers/classrooms that will support the activity ___ Other: (see notes on back)	1 2 3 4 5

Part IV: PRESENTATION
The group:

1. Arrived at the school on time with needed resources and a concrete lesson plan for the hour's activity.	1	2	3	4	5
2. Presented the lesson with confidence and professionalism.	1	2	3	4	5
3. Adapted the message to the age-appropriate audience and inspired elementary students to participate and engage with the lesson.	1	2	3	4	5
4. Exhibited flexibility to meet student needs and adapted to the situation as needed.	1	2	3	4	5

Part V: TEAMWORK SYNOPSIS
The group:

1. Effectively summarized the service learning project experience for other groups in a meaningful way.	1	2	3	4	5
2. Demonstrated reflection on the experience by explaining challenges and successes of the project and evaluating their own effectiveness as a group.	1	2	3	4	5

Legacy Oral History Project
100 points

Name: _____

_____ 1. Student submitted interview questions prior to interviews. (Completed in fall semester.)

_____ 2. Student conducted a minimum of five hours of interviews with their interviewee and summarized at least five weeks of interviews by Monday of the week after the interviews took place. The summaries should have included details from the sessions that could later be incorporated into the final narrative. Good grammar and spelling was employed. (Up to 25 points—5 for each summary can be earned).

Summary 1 _____   Summary 3 _____   Summary 5 _____

Summary 2 _____   Summary 4 _____

_____3. Student compiles a fluid narrative from the weekly summaries into a rough, but complete, draft no later than March 15. This draft should be written in a coherent manner, using good grammar and spelling, **and have all necessary components included** (title page, photos, etc.). The story of the participant should span across his/her life from childhood to today. It should read as a narrative and not just a list of accomplishments. It should tell a *legacy story*. (Up to 20 points can be earned)

_____ 4. Student turns in the final copy of the legacy story incorporating all edits and addressing all comments offered in the rough draft no later than April 7. (Up to 40 points can be earned.) The story should:

_____ include an attractive title page with author's name and an author's notes page sharing a personal message about the story. (5 points)

_____ incorporate photographs including a current photo of the participant to add visual interest to the story. (5 points)

_____ be written in the third person, in past tense, summarizes ideas without use of long quotes from the resident. (5 points)

_____ should span the person's life from childhood to older adult life and include important milestones along the way. (5 points)

_____ employ proper grammar and correct spelling. (10 points)

_____ be written in a coherent organizational pattern with headings and sub-headings as appropriate. The narrative should be told in a story form, not as a bunch of random details about the person's life. (10 points)

_____ 5. Student presents the legacy story to her/his participant and family in a formal way. (15 points) During this presentation the student should

_____ introduce him/herself to the audience in a meaningful way and share about her/his experience with the Legacy Project. (5 points)

_____ read a few meaningful passages from the legacy story word-for-word to give the audience a taste of the honoree's life story. This should be the heart of your presentation. (10 points)

_____ present professionally printed and bound copies & electronic copies of the legacy story to the honoree and the honoree's family. (No points… cause really… -100 if not done!)

Comments:

_____ points out of 100 points