Department name: Communication Majors: COMM, PURE, FAMA, JOUR, MCAT

| **Undergraduate Learning Outcome** | **CWEOs** | **Student Learning Outcome / Objective** (Students will demonstrate the ability to +[Bloom’s action verb]+ [something] | **Courses** in which **students receive feedback** on this learning objective. | **Measure** (Method to gauge achievement of expected results. A measure can relate to multiple outcomes) | **Target** (Overall level for satisfactory performance on a Measure- Outcome/Objective combination.) | **Timeline** (How often will measure/data be collected?) | **Finding** (Assessment results for comparison of actual vs. expected achievement level.) | **Action Plan** (Based on your findings, plans to improve /maintain the level of accomplishment |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2. Breadth and depth of knowledge** Develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise | **4.1 Breadth and depth of knowledge:** Understanding the foundational content and philosophical assumptions of one’s specialized area of study | O1: Students will explain foundational communication practices, theories, and ethical principles:   * 1A. Students will explain how various media platforms work, how they produce meanings, how they are organized, and how to use them wisely and effectively   (Related major-specific SLOs) COMM:  PURE: O6  FAMA: O4  JOUR: O1,O2  MCAT: O1,02   * 1B. Students will explain how to form and maintain healthy relationships with diverse others   COMM: O2  PURE: O1, O2, O6  FAMA: O2, O4  JOUR: O4  MCAT: O4   * 1C. Students will construct discourse intended to inform, persuade, and entertain   COMM: O1  PURE: O1,2,3,5,6  FAMA: O1,O2,O3  JOUR: O1,O2,O3,O4  MCAT: O3,O4, O5     * 1D. Students will articulate ethical communication principles and practices   COMM: O2,O5  PURE: O4  JOUR: O1  MCAT: O2  FAMA: O3 | Core:  A. COMM 218 Mass Media & Society, COMM 211 Media in Everyday Life, COMM 382 Topics in Media Studies, COMM 382 History and Theory of Digital Media, COMM 341 Communication Theory  B. Core: COMM 105 Fund. Of Oral Comm., COMM 241 Small Group Comm., COMM 13 Relational Comm., COMM 342 Intercultural Comm., COMM 354 Interpersonal Conflict, COMM 341 Communication Theory  C. Core: COMM 105 Fund. Of Oral Comm., COMM 112 Newswriting, COMM 247 Writing for Mass Media, COMM 254 Screenwriting, COMM 305 5Magazine Writing, COMM 351 Public Relations Writing, COMM 341 Communication Theory, COMM 493 Comm. Senior Seminar  D. Core: COMM 105 Fund. Of Oral Comm., COMM 493 Comm. Senior Seminar | Senior Survey items:   * TBD media literacy item * 3.5 relational competencies * 4.3 presentational competencies * 4.4 ethical standards   Communication Theory midterm and final exams  Communication Theory (measures B and C) interpersonal application paper  Christian Faith Essay | A mean score of 3.0 out of 4.0 on each identified item  75 percent of students will earn a B or above on each exam (results will be categorized by sub-objectives A-C)  75 percent of students will earn a B or above on the assignment  75 percent of students will earn a B or above on the ethics section | Collected annually; analyzed every 3 years  Every 3 years |  |  |
| **4.2 Specialized scholarship.** Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | **4.2 Scholarship:** Engaging in scholarship in one’s specialized area of study; | O2: Students will explain research methods in communication, find and use information sources to support an original argument, and the conduct research using an accepted communication research method  Related major-specific SLOs COMM: O3  PURE: O1,O2  FAMA: O4  JOURN: O3  MCAT: O5 | COMM 107 Intro to Comm. Sem., COMM 211 Media in Everyday Life, COMM 341 Communication Theory, COMM 359 Rhetorical Theory, COMM 493 Senior Seminar | COMM 341 Analysis Paper  COMM 493 Capstone Research Paper  Senior survey items 3.1 academic skills and 3.2 developing critical, evaluative, and analytical skill | 75 percent of students will earn a B or higher  75 percent of COMM 493 students will earn a “B” or higher on the capstone research paper assignment.  A mean score of 3.0 out of 4.0 on each item | Every 3 years  Every 3 years  Collected annually, analyzed every three years |  |  |
| **4.3 Specialized skills** Become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school | **4.3 Specialized skills:** Developing proficiency in one’s specialized area of study sufficient to pursue a career and/or continue education at the graduate level  1.1.2 Reading, observing and listening carefully and critically  1.1.3 Writing and speaking clearly and coherently | O3a. Students will communicate effectively, ethically, and appropriately through writing, interaction, and speaking in public, interpersonal, and group contexts.    Related major-specific SLOs COMM: O1  PURE: O4  FMA: O1,  JOURN: O1,O2,O3  MCAT: O2,O4,O5 |  | New measure:  COMM 105 Student Assessments  Future: COMM 105 Informative Speech Assignment  Capstone Research Project  Senior Survey item 4.3 presenting ideas and information | 60 percent of students will respond with “Agree” or “Strongly Agree” when asked to assess whether the course helped them to accomplish each of the stated course objectives  TBD  75 percent of students in each major will earn a B or above on both the research presentation and research report  A mean score of 3.0 out of 4.0 | Every three years  Every 4 years on schedule with gen ed assessment  Every 3 years  Collected annually, analyzed every 3 years |  |  |
| O3b.: Students will develop proficiency in one area of communication sufficient to pursue a career and/or continue education at the graduate level  Related major-specific SLOs COMM: O4  PURE: O1,O2,O3,O6  FAMA: O1, O2  JOUR: O3,O4  MCAT: O3,O4,O5 |  | Data from the career center on job placement and graduate school entry.  Student portfolios from COMM **107**  Student portfolios from COMM 493  **Senior Survey items 3.3 vocational competence, 4.1 vocational knowledge and skills, 4.2 preparation for further education**  **FUTURE: Internship/Practicum Performance Evaluation** | 75% of Communication department graduates will obtain employment, or be accepted/attend grad school 6-9 months post-graduation.  60% of graduates will work specifically in a communication-related position.  75% of Communication department majors in COMM 107 will earn a B on the work sample section of the professional portfolio.  COMM 493: 80% of student portfolio work sample sections will earn a score of at least 3 out of 4.  A mean score of 3.0 out of 4.0  TBD | Annually  Every 3 years  One to two programs will be evaluated annually on a rotating basis so that all will be evaluated within three years: **FAMA and COMM in 15-16**  Collected annually, analyzed every 3 years    TBD |  |  |
| **5. Self-Awareness** Gain awareness of identity, character, and vocational calling | **4.4 Intrapersonal Awareness:** Gaining an awareness of options for employment, voluntary service, and/or graduate education in one’s specialized area of study | O4: Gain an awareness of options for employment in a communication-related field.  Related major-specific SLOs COMM: O4  PURE: O5  FAMA: O2  JOUR: O3  MCAT: 03,05 | Core: 107, 493 | COMM 107 career reflection  Senior Seminar Interview report – students interview a professional working in the field to learn more about the position, skills needed to succeed in the position, and how to obtain employment in the field.  FUTURE: Internship Reflection Paper | 90% of students will earn a B or higher on career reflection papers (content sections)  90% of students will earn a B or higher on content and personal reflection sections  TBD | Every three years  Every three years  TBD |  |  |
| **3. Faith knowledge & application** Develop informed and mature convictions about Christian faith and practice | **4.5 Faith knowledge & application:** Articulating how faith connects to one’s specialized area of study and to potential career options in that area of study | O5: Articulate how faith connects to the discipline and students’ area of specialization  Related major-specific SLOs COMM: O5  PURE: O4  FAMA: O5  JOUR: O1  MCAT: O2 | Core: COMM 107 Intro to Comm. Sem., COMM 493 Senior Seminar | Communication and Faith assignment  Senior survey items 3.4 faith integration and 4.4 developing values and ethical standards  FUTURE: Internship Reflection Paper | 90% of students in each major will earn a B or higher on the content sections of the essay.  A mean score of 3.0 out of 4.0  TBD | Every three years  Collected annually; analyzed every three years  TBD |  |  |

**MAJOR SPECIFIC SLO KEY**

**COMMUNICATION**

* O1: Communication majors will effectively research, plan, and deliver written, oral, and visual products
* O2: Communication majors will effectively and appropriately conduct interpersonal conversations and manage interpersonal relationships
* O3: Communication majors will identify major theories and research methods in communication, and effectively apply communication research methods to conduct original research
* O4: Communication majors will develop a coherent and cohesive skill set out of applied coursework in communication
* O5: Communication majors will articulate connections between communication, ethics, and Christian faith

**PUBLIC RELATIONS**

* O1: Public relations students will be able to recognize, differentiate between, and apply key public relations and relevant communication models, principles, and theories.
* O2: Public relations students will be able to identify and explain the strategic RACE process of public relations (Research, Action planning, Communication/implementation, Evaluation).
* O3: Public relations students will demonstrate the ability to effectively analyze, compare, and evaluate models of public relations practice used in an organization and make effective recommendations for improvement.
* O4: Public Relations students will identify ethical principles from the PRSA code of ethics and articulate their own plan for ethical public relations practice that coheres with Christian faith.
* O5: Public relations students will develop a range of public relations competencies (e.g. writing, event planning, fund raising, social media, crisis communication)
* O6: Public relations students will identify, interpret, evaluate, and apply best practices in public relations, media relations, and crisis communication (combining traditional and new media) for maintaining mutually beneficial relationships between organizations and publics both routinely and in times of crisis.

**FILM AND MEDIA ARTS**

* O1: Students will demonstrate competency in aural, visual, and written storytelling skills
* O2: Film and media arts students will demonstrate achievement of professional, entry-level competence in film production, including significant technical mastery, ability to produce work that communicates coherent artistic/intellectual goals, and solve professional problems independently and interdependently
* O3: Students will demonstrate the ability to explain and respond to questions about the technical aspects, artistic decisions, and value judgments that inform their work
* O4: Students will identify the histories, critical theories, research methods, and cultural contexts of film
* O5: Students will articulate the relationship between their faith and their artistic/scholarly practice

**JOURNALISM**

* O1: Students will comprehend and apply principles and laws of freedom of speech and press, professional ethical principles, and what it means to work ethically in pursuit of truth, accuracy, fairness, and diversity and in light of Christian faith
* O2: Students will identify and provide examples of the key elements of a news story in multiple platforms.
* O3: Students will research effectively, write correctly and clearly in forms and styles appropriate for the communication professions, audiences, and purposes they serve, and present images and information effectively via all journalistic mediums
* O4: Students will communicate clearly, solve problems and work independently, and work collaboratively as a team member

**MEDIA, CULTURE, AND TECHNOLOGY**

* O1: Students will demonstrate comprehension of the history of and fundamental structures of all primary forms of Mass Communication.
* O2: Students will comprehend and apply media law, the professional ethical code of practices for broadcasters, and Christian faith perspectives related to the media industry
* O3: Students will apply tools and technologies appropriate for the communication professions in which they serve (radio, TV, web).
* O4: Students will communicate clearly, solve problems and work independently, and work collaboratively as a team member
* O5: Students will research effectively, write correctly and clearly in forms and styles appropriate for the communication professions, audiences, and purposes they serve, and present images and information effectively

PURE portfolio links and score:

4     Rachel Grim: <http://rachelkg6.wix.com/portfolio->

3.5     Jess Kern: <http://jessicalkern.weebly.com/>

3     Kaitlyn O'Connor: <https://sites.google.com/a/messiah.edu/kaitlyn-o-connor/>

3.5     Brittney Radford: <http://brad0413.wix.com/brittney-radford->

4     Emily Carter: <https://emilycarterportfolio.wordpress.com/>

3.5     Ally Coonradt: <http://alexandracoonradt.weebly.com/>

4     Hayley Cowosky: <http://hc1202.wix.com/hcowoski>

Sarah Goldy-Brown: not submitted yet

4     Katie Johnston: <https://katherineellajohnston.wordpress.com/>

3.5     Liz McNeal: <http://lizmcneal.weebly.com>

4     Heather Quirk: <http://hockeychik3918.wix.com/hqportfolio2015>

Summary Results and Action Plans for 2014-15 Assessment of Student Learning in COMM

SLO 1: Students will explain foundational communication practices, theories, and ethical principles. Since the last data collection point, the department improved the assessment plan to specify the specific learning outcomes defined as “foundational.” As a result, this is the first time we have parsed out the data relative to each sub-learning outcome (i.e. media, relational communication, discourse construction, and ethical communication). It became clear to us that, at least for certain sub-level learning outcomes in this area, we needed to use more effective direct measures in order to better gauge student learning. For instance, we do not presently include enough instruction and assessment in the media area to use communication theory exams as the direct measure, and it is complicated to assess all courses in the core media menu. The indirect measure, the senior survey, showed results very consistent with the last data collection point one year ago. The other direct relational communication sub-level knowledge learning outcome revealed more positive scores. While the exam scores still fell below the target, the interpersonal theory application paper measure showed significant improvement from the last data collection point in 2012-13.

The department discussed several challenges with assessing core knowledge gains in communication theory, such as inconsistent exposure to each of the core areas prior to enrollment in communication theory, which could create some of the score variation. Ideally, students enroll in one media course and one interpersonal course prior to communication theory, but that does not always happen. Similarly, some students take multiple courses in each category prior to communication theory.

Specific action plans related to O1 include:

* Revise media objective to better reflect the common learning shared among the media menu courses
* Look for a better direct measure for the media objective or increase instruction and assessment in communication theory; investigate possibility of proficiency tests in communication

SLO 2: Preparing to engage in scholarship in one’s specialized area of study and providing the opportunity for scholarship activities related to one’s disciplinary and/or professional pursuits. Since the last data collection point three years ago, the department has made significant strides in identifying where students learn research skills, added common instruction at the introductory level in COMM 107, and increased research methods instruction in COMM 341 Comm. Theory and COMM 493 Senior Seminar. Qualitatively, we believe that students’ research skills are better than they were several years ago as a result of the changes. This academic year, eight students presented papers at a regional communication conference, which is the highest number in the department’s history (to our knowledge). The indirect data collected (the senior survey) revealed similar levels of belief that students had made progress on research learning outcomes. Quantitatively, it appears that scores on embedded assignments went down over time. While objectively this is true, the assignments have changed and the expectations are higher than in the past. Therefore, we believe we are making good progress with this learning outcome.

The department discussed the challenge of providing adequate methods instruction without a specific research methods course, how much we can expect from undergraduate research, and the disparate methods and approaches used in our various areas of the discipline.

Specific action plans related to O2 include:

* Map research objectives in major specific courses and connect that to instruction in COMM 107, 341, 493 more effectively

**Senior Portfolios**

Every academic year we also collect data on senior portfolios in one or two majors. This year we evaluated Public Relations portfolios and the results were very successful. We surpassed the target, and the department discussed the continuing increase in the quality of student e-portfolios.

**Additional Action Plans/Reflection**

The department also discussed the importance of continuing our curriculum mapping project, with particular attention to mapping intercultural and faith integration learning outcomes.