

Communication Program Review 2018-2019

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Program Review 2018-19

Communication

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

The communication program provides a broad-based foundation in communication studies, which supports every program on campus and contributes to much-sought-after communication skills in every workplace.

Five concentrations make up the program:

- **Leadership** concentration began in Fall 2011 when the speech concentration was cut due to lack of interest. Leadership was one of the two concentrations with the most student interest in the last five-year program. Since then, the business program has implemented a leadership concentration online, which may account for the drop in our numbers. EGS is dropping its leadership concentration, which will affect the number of students in our leadership classes, although some EGS majors were double majors with communication.
- **Public relations** remain a popular concentration.
- **Digital film** currently has the most majors, which is due to the continued efforts of the film professor, who has built interested and has increased the number of majors in the concentration. Film majors take courses that are centered around opportunities in the communication field, including advertising, documentary, narrative, public relations campaigns, etc.
- **Media Journalism** combined the journalism and broadcasting concentrations in 2014 to be more responsive to changes created by the changing media landscape. Currently, it has the smallest number of majors.
- **Sports communication** became a new concentration in Fall 2017, and it has grown consistently since then.

Program Mission

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The communication program at William Woods University emphasizes a broad-based foundation in communication studies, complemented by a student-selected concentration in public relations, digital filmmaking, journalism, broadcasting or sport communication, to ensure that you are well-educated in all issues and practices of the field.

Student Demographics

	Incoming Freshmen	Transfer	Total
2017-2018	7	1	21
2016-2017	4	0	32
2015-2016	4	0	40
2014-2015	8	0	36
2013-2014	7	0	43

Concentrations

Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Leadership	9	9*	6	6	1
Public Relations	21	19*	18	18	5
Digital Filmmaking	3	11*	7	7	6
Media Journalism			13	13	5
Sports Communication					3±
Journalism	5	11*±			
Speech Communication (Broadcasting)	1	3±			

*Many students have more than one concentration.

+The 2014-15 catalog begins a concentration that combined Journalism and Broadcasting into Media Journalism.

±The 2017-18 catalog begins a Sports Communication concentration.

Program Demographic Data

Upload the program page from the Institutional Research office program data for this program.

Communication_Program_Demographics.pdf

Reflection on Program Enrollment Data

Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? If so, specify the details of the plan.

Enrollment has declined in proportion with the average decline of enrollment across the university. The COM faculty has been proactive in working with both the universities enrollment and marketing departments in an effort to improve both enrollment and retention. This includes creating new marketing materials for the program, meeting with those departments regularly to discuss the efforts being made.

Advising

Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

The average advising load for communication faculty is eight (8). Two of us keep a paper copy of students' checklists to be checked against what's in OwlNet. All of us refer to course history for each student to double check classes advisees have taken/are taking. Advising is managed by the registrar's office; we advise whom we are told.

Internship & Placement

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Internship Placement		4	4	6	1

Internship Placements

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

Learfield

Lincoln University Sports Information Department

Bell Media

Betz Jewlers

NAIA Men's Basketball Tournament

NCAA SEC Men's Basketball Tournament

Graduated Students within the Program for the identified years

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Graduated Students	16	8	10	13	8

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the “Field” of study with this program? Please define what it means for students to be employed ‘within the field’ of the professional discipline

Business and industry careers

Account Executive	Hospitality Manager	Paralegal
Advertising Manager	Hotel Manager	Personnel Specialist
Association Administrator	Human Resources Admin.	Presenter
Bank Officer	Industrial/Labor Relations	Print Production
Claims Adjuster/Examiner	Insurance Agent/Broker	Promotions Manager
Consumer Affairs Specialist	Lawyer	Public Information Officer
Corporate Comm. Director	Legal Assistant	Public Relations Specialist
Credit Manager	Management Analyst	Real Estate Agent/Broker
Customer Service Rep.	Manager/Administrator	Recreation Manager
Events Planner	Market Research Analyst	Recruiter
Fashion Merchandiser	Media Manager	Research Worker
Training & Dev. Specialist	Stockbroker	Service Representative
Travel Agent	Technical Writer	Special Event Coordinator
Restaurant Manager	Telemarketing Specialist	Speech Writer
Sales Representative	Retail Manager	

Communication and media careers

Actor	Government Relations	Photojournalist
Advertising Account Exec	Graphic Artist	Producer
Advertising Copywriter	Greeting Card Writer	Production Assistant
Broadcast Advertising Sales	Lighting Technician	Proofreader
Communications Lawyer	Market Research	Public Information Officer
Contestant Coordinator	Media Buyer	Public Relations Assistant
Copywriter	Media Manager	Publisher

Director	Narrator	Radio/TV Announcer
Editorial Assistant	News Writer/Editor	Reporter/Journalist
Electronic Publications	Photographer	Sales Representative
Script Writer	Telemarketer	TV News Anchor
Sports Promoter	Traffic Manager	Video Programmer
Sportscaster	TV Engineer	Writer/Author
Social Media		

Government and social services careers

Campaign Manager	Government Advisor	Minister/Priest/Rabbi
Community Action Director	Health Services Administrator	Museum Director
Consumer Advocate	Human Resources Manager	Negotiator
Counselor	Interviewer	Planning Director
Development Officer	Lawyer	Political Aide
Documentarian	Legislative Aide	Probation & Parole Officer
Foreign Service Officer	Media Specialist	Public Administrator
Recreation Coordinator	Speech Writer	Youth Worker
Social Services Admin	Television Censor	Reader
Social Worker	Translator	

Educational careers

Administrator	Educational Tester	Public Relations Officer
Audio/Visual Specialist	Guidance Counselor	Recruiter
Camp Counselor	Teacher	Events Coordinator
Development Officer	Mediator	Educational Consultant
Student Services Specialist	Speech Pathologist	Education Spokesperson
Instructional Program Designer		

Employment Data

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Employed within the Field		8		12	6
Employed outside the Field					
Graduate School		1		3	0
Unknown				1	2

Program Curriculum

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

The data is inaccurate. For instance, two years of COM 316 Small Group Leadership are not shown and COM 373 Announcing & Reporting I is listed twice, with different numbers for each listing.

We recognized concentration-specific enrollments were low, so we revised the checklist to include more required courses and eliminated two three-hours courses from each concentration. We reduced the number of prerequisites for upper-level courses. The new checklist will go into effect Fall 2019.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly fuller than the other?

COM 101 Intro to Speech Communication and COM 220 Logic & Persuasion are the courses we offer online. Both affect enrollment onground. Both are offered online every semester, which affects the number of sections of COM 101 offered onground each semester and we had to change the rotation for COM 220 to every spring, rather than every semester.

Curriculum: Revision

Explain any curricular revisions made since the 1st Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

We added Sports Communication concentration (effective Fall 2017) because of Dr. Cavaiani's interest in the subject. He has effectively worked with sports management to attract athletes to the concentration.

We changed course rotations and the checklists in response to lowercampus-wide and program enrollment. These changes will hopefully boost the number of students in each course.

We renamed and changed the content of some film courses to be more responsive to changes in the field. We renamed a leadership class and rewrote course descriptions to better reflect the courses.

We added COM 221 Contemporary Media Ethics as a general education class in response to the state of the media landscape and the rise of "fake news."

We added COM 3XX Sports Media to bolster the Sports Communication concentration.

COM 209 Argumentation & Debate was changed from a communication general education course to a critical thinking general education course.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

Course offered	Supported Programs
COM110 Beginning Media Writing	Equine General Studies Speech/Theatre Education
COM132 Digital Production	Graphic Design
COM150 Survey of Production Techniques	Equine General Studies Graphic Design
COM190 Intro to Mass Media	Speech/Theatre Education
COM224 Equine Production	Equine General Studies
COM203 Interpersonal Communication	Equine General Studies Speech/Theatre Education
COM207 Radio Production	Speech/Theatre Education
COM213 Gender Communication	Equine General Studies Equine Administration
COM 215 Small Group Leadership	Equine General Studies Equine Administration
COM 251 Oral Interpretation of Literature	Speech/Theatre Education
COM 315 Feature Writing and Magazine	Equine General Studies

	Speech/Theatre Education
COM320 Communication Theory	Speech/Theatre Education
COM330 Communication Law	Equine General Studies Speech/Theatre Education
COM334 Leadership Communication	Equine General Studies
COM337 Interactive Web Communication	Equine General Studies Graphic Design

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

Communications_Course__Enrollment_Chart.pdf

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

COM_checklist_2018.pdf

Communication_Checklist_2013_2014.pdf

Course Description

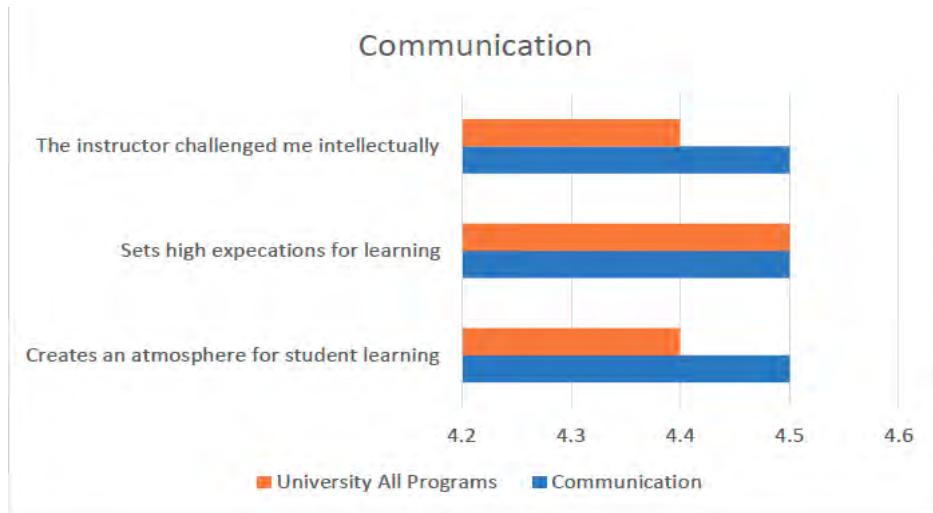
Upload program course descriptions from the most current Academic Catalog.

Communication_Course_Descriptions.pdf

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

Couse Evaluation Summary:



Sample:

COM N=238 67% Response Rate

This data is representative of the COM courses listed on the Program Checklist. Courses outside of the identified program that are part of the major are NOT included in this data.

Online course data is not included in this data as they use a different EOC tool. There is not an overlap on these questions between the OLC courses and the on-ground courses.

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

We are pleased to see that we are above the university average in rigor and atmosphere for student learning as we strive for these. We also match the university in setting high expectations for learning. We believe the addition of required courses in the program (effective Fall 2019) will continue to strengthen rigor and expectations.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

We have several specialized spaces and equipment accessible to our students:

1. Video/Image editing lab for the film courses
2. Radio station and audio editing booth
3. Broadcast studio space for TV/News set and green screen work
4. Podcast set
5. An assortment of video production equipment, including tripods, microphones, lighting kits, tripods and other gear.

All are designed to give students as much hands-on, and professional experience as possible before entering the workforce.

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

Podcast studio

Upgraded tekboard in 148

New TV set

Soundproofed radio lab

Video lab computer upgrade

VMware in classrooms

new Blu-Ray and speaker system in 206

New cameras and gear including boom poles and tripods

Various upgrades and repairs to radio station equipment

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

More camera equipment and resources could always be used to provide students with more access, and could enhance teaching in the content creation-based coursework.

The radio station is still analog and could be upgraded to being totally digital.

Apple TVs in the classroom would allow for Mac users to seamlessly use their computers with the projectors in the classrooms, (currently using makeshift adapter systems)

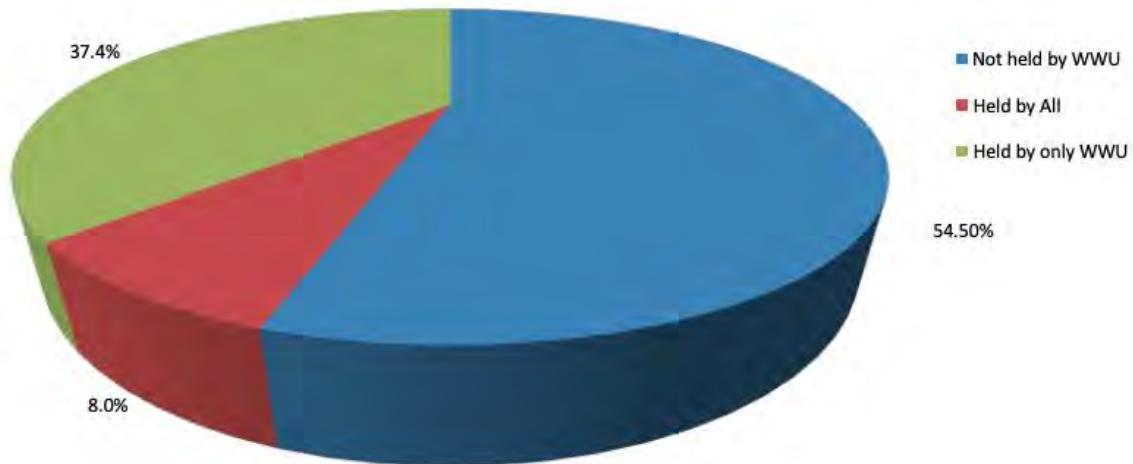
Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

Library Resources:

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

4 to 1 Peer Holdings Comparison - Communications - Printed Books and Non-print Materials



IV. Analysis

Communications as a discipline taught at the undergraduate level requires primarily up-to-date library materials. A continued effort is made to acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to a comprehensive database, *Academic Search Complete*, which is available to all students, both traditional and online. The Library also subscribes to *Communication and Mass Media Complete*, which contains journals in communication, mass media, and other closely-related fields of study to create a research and reference resource of unprecedented scope and depth encompassing the breadth of the communication discipline.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through *Prospector*, a resource sharing partner of MOBIUS. *Prospector* provides access to an

additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:

Faculty response to the adequacy of library resources provided to the program?

Library resources meet the needs of the communication program.

Library Report

Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.

Communications.pdf

Faculty and Staff Resources

Faculty

1-list all full-time faculty in the program with highest degree, degree granting institution, years of full-time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

Melissa Alpers-Springer, M.A., Northwestern University

Anthony Cavaiani, Ph.D., Wayne State University, 5 years full-time at WWU, 12 credit hours/semester course load

Tony Weed, MFA, Academy of Art University

Faculty Curriculum Vitae

Attach current Vitae for all full time Faculty

Joe_Potter.pdf

Anthony_Cavaiani.pdf

Anthony_Weed.pdf

Melissa_Alpers_Springer.pdf

Adjunct Faculty Curriculum Vitae

Attach current Vitae for all adjunct faculty in the program.

Greg_Smith.pdf

Stephen_Forsha.pdf

Bob_Elliott.pdf

David_Forster.pdf

Douglas_Sanders.pdf

Lacey_Sweeten.pdf

Charles_Lockwood.pdf

How many staff are designated to support the program?

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?

Yes (selected)

No

Staff

Are issues with staffing impacting student learning?

Yes

No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty.

Please include academic years Fall 2013 through Spring 2018

Term	Full-time	Adjuncts	Total	% FT
Fall 2013	18	4	22	81.8%
Spring 2014	14	4	18	77.7%
Summer 2014	1	2	3	33.3%
Fall 2014	14	1	15	93.3%
Spring 2015	18	4	22	81.8%
Summer 2015	2	1	3	66.6%
Fall 2015	24	0	24	100%
Spring 2016	19	1	20	95%
Summer 2016	0	1	1	0%
Fall 2016	20	1	21	95.2%
Spring 2017	21	3	24	87.5%
Summer 2017	0	2	2	0%
Fall 2017	17	2	19	89.7%
Spring 2018	16	2	18	88.8%
Summer 2018	0	2	2	0%

Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

overloads

We do not currently have any part-time faculty teaching during the fall and spring semesters. Anthony has started teaching COM 101 OLC during fall and spring. Students are not impacted by part-time faculty during the fall and spring because no part-time faculty are teaching. Katie Belanchia teaches COM 101 during Freshman Advantage and Betsy Tutt teaches COM 101 OLC during the summer. Katie taught 2 sections of COM 101 during 2013-2015.

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the

recommendation?

We are happy with our personnel and do not have any recommendations at this time.

Financial Analysis of the Program

Cost Per Major

This number is from the Academic Dean Report on Program Prioritization.
5697.00

Financial Analysis by Program

Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

Instructional Expenses

Discussion of expenses related to instruction. i.e. Internship, clinical, practicums...

Non-Instructional Expenses

Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

Assessment Planning

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge?

The WWU COM courses support and contribute to expanding students' knowledge through the following ways:

- A. Students examine communication theories and applying them to real life artifacts, scenarios, and case studies
- B. Students use digital production skills and techniques to create original digital and media content
- C. Students apply standards of ethical journalism to create original media content
- D. Students apply persuasive skills to various speaking occasions.
- E. Students verbally explain and write analytical essays demonstrating knowledge of the intersection of communication, legal reasoning, and freedom of speech.

[Institutional_Learning_Outcomes.docx](#)

Program Outcomes

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

Communication Core	
COM.1	Integrate theory into applied skills in a variety of communication settings.
COM.2	Identify the impact and responsibilities associated with a variety of communication behaviors.
COM.3	Critically evaluate messages through analytical approaches.
COM.4	Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

Additional Standards/Outcomes

Identifier	Description
COM Sport.1	Demonstrate expertise in creating a detailed sports message
COM Sport.2	Identify the various communicative practices associated with sports.

COM-Film.1	Create emotion through the use of lighting and camera techniques, and visual and audio imagery.
COM-Film.2	Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.

COM-Lead.1	Demonstrate proficient analysis of leadership styles.
COM-Lead.2	Explain major leadership theories as they apply to a variety of settings.

COM-Media.1	Develop mass communicated messages with accuracy and precision.
COM-Media.2	Apply information gathering techniques.

COM-PR.1	Identify the relationship between the media and the business world.
COM-PR.2	Identify key strategies in developing and maintaining the public image of a business.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

CORE OBJECTIVES	COM101	COM1501	COM190	COM320	COM330	COM499
Integrate Theory into applied skills in a variety of communication settings	I	I	I	A	M	M
Identify the impact and responsibilities associated with a variety of communication behaviors.	I	I	I	M	A	M
Critically evaluate messages through analytical approaches.	I	I	I	M	A	M
Use knowledge and information from the communication discipline to effectively communicate a persuasive message.	I	I	I	M	M	A

MEDIA JOURNALISM	COM110	COM231	ART256	COM415	COM335	COM337	COM373
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Develop mass communicated messages with accuracy and precision	I	I	I	M	M	R	A
Apply information gathering techniques	A	I	I	M	M	R	R

DIGITAL FILMMAKING	CIM231	COM210	COM311	COM312	COM327	COM332	COM432
Create emotion through the use of lighting and camera techniques, and visual and audio imagery	I	I	A	I	M	M	M
Apply aesthetic concepts of digital motion picture production to directing, editing, and cinematography	I	I	R	I	M	M	A

LEADERSHIP	COM203	COM213	COM316	COM221	COM434	COM351	COM421
Demonstrate proficient analysis of leadership styles	I	I	A	I		I	M
Explain major leadership theories as they apply to a variety of settings.	I	I	R	I	A	I	M

PUBLIC RELATIONS	COM110	COM316	ART256	BUS321	BUS332	COM337	BUS428
Identify the relationship between the media and the business world.	I	I	I	I	M	R	A
Identify key strategies in developing and maintaining the public image of a business.	I	I	I	I	M	A	M

Assessment Data

Annual Assessment Report 2017-2018

[Communication_Annual_Assessment_2017_2018.pdf](#)

Annual Assessment Report 2016-2017

[Communication_Annual_Assessment_2016_2017.pdf](#)

Annual Assessment Report 2015-2016

[Communication_Annual_Assessment_2015_2016.pdf](#)

Annual Assessment Report 2014-2015

Communication_Annual_Assessment_2014_2015.pdf

Annual Assessment Report 2013-2014

Communication_Annual_Assessment_2013_2014.pdf

Snapshot on Assessment (5-year)

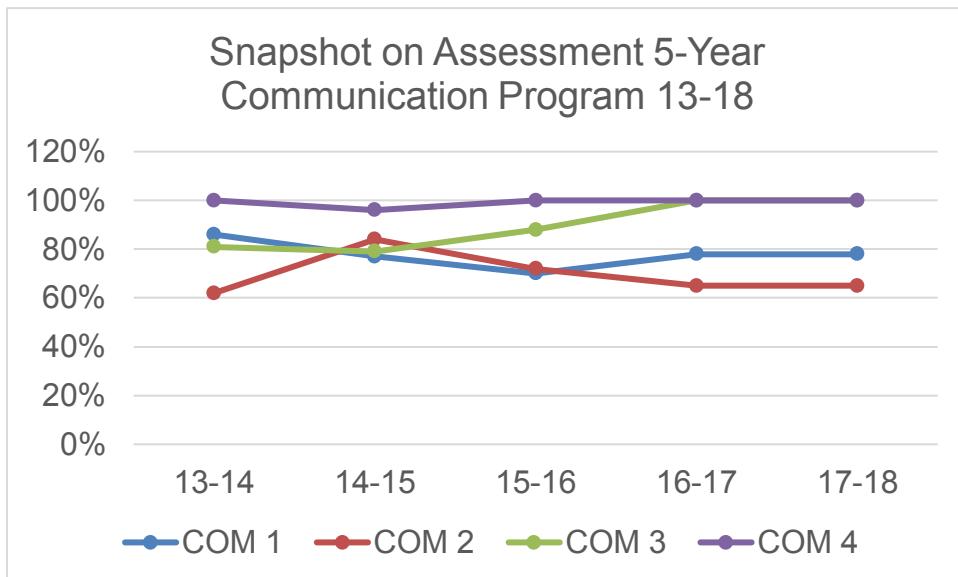
Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

Communication students have demonstrated a mastery in critically evaluating messages through analytical approaches (obj. 3) and using knowledge and information from the communication discipline to effectively communicate a persuasive message (obj. 4). Data shows that students excel in these skills. The data also show that students can effectively integrate theory into applied skills in a variety of communication settings (obj. 1), although they do not master it as efficiently as the evaluating messages (obj. 3) and creating persuasive message (obj. 4). Students also effectively identify the impact and responsibilities associated with a variety of communication behaviors (obj. 2), but they do not master it as well as objectives three and four.

Communication faculty are aware of these trends and have integrated other forms of assessment into their classes to help students master objectives one and two, while continuing to reinforce objectives three and four. Communication faculty also reworked core course offerings, including more required classes in digital production, persuasion, and media journalism, to help all concentrations master the objectives upon completion of the program.

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.



Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment

information? Are all faculty involved in the assessment process?

We collect data from coursework and outside assessment (panelists during student performance assessment days). These include final projects, papers, case studies, final exams, and presentations. All faculty are involved in the assessment process.

External Review

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

Assessment reports from the past five years ask questions that provide the necessary background to understand the program. Responses to these questions are clear and succinct. Additionally, supplements are provided when they can highlight particular strengths and important characteristics of the program, such as the portfolio review document included with the 2013-14 assessment.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2

The program's mission is clearly stated. At the same time, it seems to be more intuitive than unique to the school's mission. That the program educates in all relevant issues and practices is important to note, but the university seems to strongly embrace the notion of career preparation. The program's mission might be amended to more explicitly reflect this same outcome.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1

The program clearly promotes student retention and successful degree completion through both experiential learning that retains students and offers application and high impact learning. Their portfolio review is also an exceptional strategy for monitoring student progress and offering meaningful feedback as they move through the degree program. These are not overtly identified as strategies for retention and graduation. An approach for achieving these outcomes could be more clearly articulated in a way that sets retention/graduation as a goal. (Clearly it is a goal, but being intentional in identifying it as a goal is important.)

1.4 Program has clearly defined strategies for retention and graduation rates of students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

1

My explanation for this rating is the same as what is provided in 1.3. My one additional observation is that the program might benefit from marketing materials. Their current AIS assessment report alludes to working with the university to develop these materials, but my review of the website reveals minimal student testimony and little to highlight the dynamism of the program and its activities. A face-to-face introduction to these activities and the faculty is persuasive, but any orientation through marketing platforms that I see falls short of promoting the strength of the program. At the same time, these faculty are clearly stretched to their limits with teaching and service. I would encourage the university to intensify its efforts, at the university level with the input of the faculty, to promote the uniqueness of the program.

1.5 Program advising loads are appropriately delegated throughout the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3

With 24 students currently enrolled in the program, the advising seems to be perfectly balanced.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2

The program has clearly articulated procedures for maintaining records and making those records accessible to all faculty within the department. Some student feedback suggested that faculty are not always familiar with their career goals, and that students are not always confident of course scheduling sequences that might allow for more student input and planning. My suggestion is a course sequence and degree plan that identifies when courses are offered and when, ideally, students should take core, general education, and elective courses. Additionally, creating advising resources that include timelines and links for meeting deadlines, accessing university resources, and fulfilling requirements for the department and university (e.g.: petitioning to graduate, pursuing an internship, signing up for portfolio reviews, etc.) would facilitate student autonomy in the advising process, and reflect a more engaged advising relationship.

1.7 Comprehensive accounting of graduates in internship placements.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Data provided by the department is certainly sufficient to demonstrate numbers of internship placements. Additional data that illustrates ratings of students by on-site supervisors and other outcomes of the internship experience might offer more insight into the quality of the experience and its contribution to the program's overall curriculum beyond tracking numbers of internships.

1.8 Provides detailed description of possible employment positions for graduated students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The department does a good job of tracking the number of graduates employed in each annual assessment report. Also strong is the range of areas and positions for this employment. The qualifier "detailed" in this question is not really fulfilled, although I am not certain what other information could be provided by the department. There could be tracking of graduates' employment by emphasis area.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

This seems to be well-explained with the statistics and identification of areas in which students find employment after graduation.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

0

I indicate the 0 not to suggest there is not sufficient reflection regarding course rotation. I was not able to locate data that speaks to tutorial and independent study courses. In my face-to-face visits with students and faculty, I did learn of internships and senior projects that are completed largely on an independent study-type basis; this seems perfectly justified and necessary given those kinds of experiences. The 0 should not reflect a concern--only lack of data to draw a specific conclusion.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The most recent assessment report, along with information learned during my campus visit, leads me to conclude that reflection on course offerings and rotations is strong. Changes in course rotations and offerings for 2019 reflect data and reflection that considers course enrollments, changes in numbers of majors, and the need to enroll sufficient numbers of students in courses. The department demonstrates a strategy that includes logical changes and a vision for how these changes will improve enrollment numbers while serving the needs of their majors.

2.3 Course offerings appear appropriate for the needs of the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The course offerings are very strong, particularly given the small faculty and diversity of concentrations. I like that students take a core; this helps establish a curricular and career-preparation identity that is shared by all students. It also helps shape content for coursework specific to concentrations. While I think the core is strong, I question the absence of an ethics course (perhaps it is folded into the law course) and an interpersonal class. I like that a production course is included in the core, but wonder if COM 150 is sufficient. I question the applicability of COM 231 for all majors. For the sports concentration, I would suggest an analytics course, or at least content folded into an existing course. Additionally, an announcing course would expand the training of graduates in sports journalism beyond print; COM 332 could be dropped from the emphasis to allow for the announcing course.

I do think the status quo is strong. These are courses and content areas that I believe to reflect current research on what employers seek in their graduates, and my own experience in a School of Communications that has independent majors but tries to maintain a core identity through coursework and post-graduate preparatory experiences.

2.4 Issues involving curriculum are clearly explained.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

Assessment reports do a very nice job of offering historical perspective, reflections in response to changing enrollments, and strategies for promoting increases in enrollment and maintaining curricula that is closely tied to program learning outcomes. I have a strong sense of the decision-making process through reading reports. Those impressions were confirmed during the discussions I had as part of my campus visit.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

As expressed in 2.4, the faculty does a good job of both explaining and justifying changes in their core and how those changes have been informed by assessment reports. Decisions such as changes in emphasis areas and core requirements make good sense given data and reflections communicated in assessment reports over the past five years.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

Teaching effectiveness is well established, and reinforced through responses I received from student during my campus visit. The assessment reflection regarding rigor lacked context within the assessment report, but conversations with both students and faculty clarified the portfolio review process and senior project as two requirements that were perceived as rigorous, but both fair and effective. Faculty members communicated confidence that their curriculum is appropriately challenging; I agree.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

Course descriptions do a good job of succinctly describing the nature of the course. In my review of syllabi for core courses, the descriptions and content are consistent. There is also a clear

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The assessment reports and campus visit clearly outline the current state of equipment and needs that remain. While this reflection is adequate, it does not communicate realities that need to be addressed by the university. Students and faculty both shared how professors' personal equipment is often used to supplement William Woods equipment for classwork. While this might be acceptable for club or non-credit student projects, core curricula are dependent on equipment not provided by the university. My understanding is that recent equipment purchases have also been made with monies not originally allocated to the department. This situation is problematic, given that the production-based emphasis areas not only have the largest number of majors, but also service other programs on campus. It is ill-advised to perpetuate a dependence on private equipment for a coursework that is, arguably, among the most popular within the department.

Beyond equipment shortfalls, classroom computer access is insufficient for effective course instruction. Thin Client (uncertain of spelling) navigates through a complex set of connections before it is ready to use for instruction. One example was a power-point that required eight minutes to upload. Instructors are forced to be in their classrooms long before classes begin to have materials ready, or find other avenues to sharing content. Much of the content in communication courses is found on-line, or shared via technology. The department's ability to engage its students effectively is impeded by technology that does not reflect the fast-paced, advance nature of realities they are talking about in courses. This disconnect likely does damage to the William Woods brand as it is shared by students.

3.2 Summarizes the physical space available to the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

A listing provides a clear picture of the teaching/learning spaces available to students. The assessment reports could further explain how sufficient these spaces are as support for departmental curricula. The campus visit included visits to the spaces used for production. Students expressed enthusiasm for the areas designated for radio and podcast recording. Other than classroom technology referenced in my response to 3.1, spaces seem to be sufficient, and prepared to handle any growth in the curriculum such as a sport announcing course.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Responses in 3.1 and 3.2 accurately express my rationale for this rating.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

0

There is no reference to library holdings, but conversations during the campus visit reinforced that no issues exist regarding library support.

3.5 Faculty qualifications and specific competencies are fully and accurately described.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

There is good detail regarding faculty qualifications. Beyond curriculum vitas, the assessment reports do an excellent job of connecting each faculty member with (1) courses taught, (2) roles played in student experiential learning, and (3) professional development and LEAD events. Being a small department with three full-time faculty members, this comprehensive integration of faculty qualifications and activity is important for the insight it provides to the teaching of its students. This is a highlight of the department's assessment reports.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The department does a good job of walking through each course and both identifying who teaches the course and the role the course plays in the department's curriculum. The rationale for these staffing choices lacks detail, but the descriptive reporting is complete.

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

Assessment reports do not identify deficiencies. The campus visit does reflect an on-going challenge to provide necessary equipment for content delivery in production courses. Faculty in particular provided detailed explanations of deficiencies, as well as current strategies that compensate for the shortcomings. There were not suggestions for long-term solutions beyond committing a budget line for purchasing updated equipment in quantities sufficient to support enrollments in production courses. This should be a high priority for the immediate future.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

There was little detail regarding financial aspects of the program within assessment reports. Discussions during my campus visit revealed equipment shortcomings that are referenced in other prompts within this section of my report. An additional concern I have emerging from discussions with administrators during my campus visit appears to be systemic and more challenging to overcome. Much of the department's high impact learning is co-curricular, just as are potential changes to strengthen experiential learning. My understanding is that monies can't be allocated as curricular-based line items for activities like forensics or other laboratory experiences. This policy makes it difficult to promote and grow programs because of the uncertainty of fulfilling expectations presented to potential students. My experience and literature on co-curricular, high-impact learning supports that these kinds of programs not only attract and retain students, but also actuate course content in ways that enhance learning. I think this is an urgent issue when considering ways to grow and improve the program.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

University learning outcomes are clearly stated and cross-referencing to departmental courses is evident. This connection could be more clearly identified with additional explanation. The dynamic and immediate nature of much of the communication content provides for unique connections to institutional outcomes, particularly ethics and self-liberation. More detailed connection here might help illuminate further justifications for increased and improved resources. Other influential considerations here are the myriad connections with other university programs.

4.2 Includes program learning outcomes and assessment, which are clearly explained.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The assessment reports do a very good job of identifying program outcomes and assessments of those outcomes. Sample assignments and the individual course breakdowns provide strong clarity here.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

There are few gaps in student learning that are communicated in the assessment reports, nor identified in my campus visit. Courses in which shortcomings or concerns were present had clearly identified responses, such as amending assignments or changing the vehicles used for assessment. Other adaptations, such as changing core requirements and course sequencing for enrollment management, are clearly articulated; these action plans do not seem related to standards of performance.

4.4 The student learning objectives are appropriate for the specific discipline.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The learning outcomes for communication are solid. Each is phrased with appropriate language that is both easily measurable and relevant to courses for which they are intended. There are also strong narratives and statistical support for the department's efforts to measure these outcomes.

4.5 Includes a longitudinal view of assessment for each program learning outcome.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

Assessment reports and interactions during my campus visit provide history and a vision for learning outcomes as a whole. Each outcome includes some suggestion of assessment results and responses, but this narrative could be more explicitly stated. The departmental-level assessment is strong, but as the prompt calls for a longitudinal view for each learning outcome, the assessment falls short of this level of detail. There is attention to this, and that attention provides important insight. It is difficult, however, to draw specific conclusions for each outcome based on the generalized report of these objectives.

4.6 Discussion on the assessment process over the 5-year span.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The history of assessment is clearly outlined, with specific attention given to ways the department has adapted to each year's assessment report. This is somewhat disjointed and needs to be assembled through a reading of each report. At the same time, the data and narratives are available and point to clear conclusions.

External Reviewer Summary Statements

- **What do you see as strengths for the program's?**

1. The program's faculty and their integration of efforts are incredible. The emphasis areas fall well within the background and strengths of each faculty member. Given teaching loads, connections with other programs on campus, range of campus activities, and other university service, these faculty members are extended as far as they can be. At the same time, they do an impressive job of maintaining their unique disciplinary contributions while also coming together to shape a strong department with a well-defined core mission and curriculum.
2. The annual portfolio reviews and senior project are both very strong assessment vehicles. To assess students at three points in their careers before they complete a graduation capstone project is brilliant. The group approach to a senior capstone is unique. While I am still processing my final thoughts about it, I do like how it reinforces the collectiveness of the department's course work and student activities over the course of their years in the program. It also seems that the department is conscious of the need to hold each student accountable for meaningful contributions to the final product that are commensurate with a senior capstone project.
3. The program does a masterful job of providing impactful learning opportunities in the face of concerning equipment deficiencies and resource challenges. That these deficiencies exist is alarming, but that the department adapts as they do, and with a genuinely positive/student-centered attitude is a real strength.
4. The department appears to be a model for university cooperation and student/faculty relationships. The department's ethos was clear in my visits with administrators and with students.
5. The department's core and emphasis areas show excellent balance between adapting to a small faculty with limited resources and ability to teach a broad range of courses. and the directions of communication careers. The outcomes for the department's coursework measure what I believe to be skills and knowledge sets in demand. The department also clearly documents success in placing its students in a wide variety of positions, which reflects their success in preparing students.

- **Does the program have components that distinguish it from other programs?**

1. This program seems uniquely situated to impact a substantial portion of the university community. Examples here include, but are not limited to: expanding sports communication to include Sports Information Direction-like activities with the university's athletic program, providing forensics and media experiences for speech and theatre certification-seeking students; bridging curriculum with other programs to create rich depth to existing majors (nonverbal communication for the ASL program, leadership coursework for business, rhetorical study for English, etc.).
2. The department has several co-curricular extensions of the classroom that, if funded and encouraged, could provide significant visibility for recruiting efforts and meaningful high-impact learning for existing students. This includes, but is not limited to: film production, theatre, radio, forensics, sports broadcast and journalism, print journalism. These and other activities are direct extensions of existing courses.
3. The department's faculty represents a broad range of professional engagement, which is an important model for students and a context for celebrating diversity in professional activity for the campus. I know at my university we sometimes need to remind ourselves that professional development looks very different for different disciplines, and that such variety within a single university community represents rich learning potential for students. That potential is housed within this single department.

- **What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?**

1. While expanding courses to general education breeds an increased workload in the form of course assessment, the department might be able to benefit from coding some of its courses for general education credit. Sports communication, for example, would be an ideal social science course. Attracting non-majors to introductory courses has the potential to boost enrollments, as well as recruit new majors. Presumably, students take general education courses because of an interest. If/When the course is a positive experience and is part of a major or minor, there is strong potential that students will change their degree plans.

2. Equipment needs are essential concerns. The university must realize that film courses and classroom instruction need sufficient equipment (quantity and quality) that allows instructors to assign relevant assignments and students to complete those assignments. To have such deficiencies in classes that speak about technology is a mixed message that paints the department and university in a position of not being what it teaches it should be.

3. Advising resources should be created that help outline four-year plans specific to emphasis areas, as well as predictable course sequencing that helps students know when courses are offered and when they should be taken.

4. The internship program seems very strong--and students speak highly of their experiences. The program should be standardized in terms of contact hours and additional professional development work (e.g.: resume writing, portfolio development, self-assessment and reflection exercises) to allow for accurate assessment of student experiences and more measurable outcomes to prepare students for success after graduation.

5. The department is doing a tremendous job offering high-impact experiences for its students. In my looking at the website and other marketing, this seems to be a well-kept secret. The university should increase its efforts to assist the department in promoting the success of its students, and the dynamic experience/opportunities they receive while at William Woods.in this department.

6. The university should further fund co-curricular programs. Students know things like forensics exist, but they question why so few students are involved. There should be some creativity collaboration to encourage more student involvement. These kinds of activities have infinite potential to both recruit and retain students. The current funding structure makes it hard for programs to grow with confidence that support will be long-term and that students will be able to afford to participate. Co-curricular activities are different from extra-curricular activities and should be acknowledged as such. One example is to not demand extensive student or faculty fundraising efforts for an activity that is given academic credit on most other campuses (forensics).

7. The department should pursue academic credit, repeatable, for practicums in areas like radio, forensics, sports broadcasting, theatre, etc. These areas include performance and academic work that is most impactful when repeated over the course of a student's college career.

- **Should the program be expanded, maintained at its current size, reduced, or eliminated?**

I feel very strongly that the program should be maintained, with expansions and changes as outlined in above narratives. This is a vital program at William Woods. In looking at the general education categories, for example, I don't see a department that touches more areas than this department. Our recently retired Dean of Students at Webster University often shared the metaphor of Velcro when he spoke of student retention and success. His point was that students need a connection, and those who find that connection "stick." He also noted that Velcro is often not in the classroom, or is in a classroom that has the immediacy of a dynamic instructor who becomes a mentor, or an experiential component. The communication department has tremendous Velcro, much of it underdeveloped. Enrollment numbers are low, but "seats" are in a healthier place. Given that enrollments are low across many disciplines and institutions, these numbers are not as alarming as they could be. The department has laid out a clear plan for adapting to enrollment changes. Much of their success appears to be in spite of shortcomings in resources that will enhance their ability to serve students.

This is a department in which I would love to teach. The collaboration of faculty, the combination of core curriculum and emphasis areas, and what is clearly university-wide respect frame the communication area at William Woods as one with rich potential that has a strong history on which to build.

- **Any additional thoughts, comments, or recommendations pertaining to the program?**

This is a department in which I would love to teach. The collaboration of faculty, the combination of core curriculum and emphasis areas, and what is clearly university-wide respect frame the communication area at William Woods as one with rich potential that has a strong history on which to build.

Conclusions and Recommendations

Program Response to the External Review Report

Response

Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

COM is electing to also respond to ratings of 2 (along with 1,0)

1.2 - Based on the recommendation from the reviewer we will amend the mission to state: The communication program at William Woods University emphasizes a broad-based foundation in communication studies, complemented by a student-selected concentration in public relations, digital filmmaking, journalism, leadership, or sport communication, to ensure that the students are well prepared for a career in the field of communication.

1.3 - We recognize how our efforts (indicated by the reviewer) are currently aiding in student retention, this could be an item that (as recommended) could be more clearly articulated in the report. There are several areas we could include statements addressing these in the program profile. We would like to see our retention rates vs the university average and others so we can be more informed when speaking about our overall retention. These efforts include: Meeting with majors about portfolio reviews, the portfolio reviews and awards, the film festival, and COM related clubs and organizations.

1.4 - We strongly agree with our reviewer that support from the university's marketing would be of great benefit. The website needs to be more receptive to changes. It continues to be problematic - we submit what we would like but it is either rejected, becomes something else, or is forgotten. We are unaware of current strategic efforts to market the program, and even knowing what our students hear and see before enrolling would be helpful.

1.6 - Course rotations are updated and available and on the website. Students are aware that this information exists and know where to find it, but we could provide some 4-year plan outlines. Each student's plan is unique it is important that the program remains flexible.

1.7 - We need to maintain better data regarding internships.

2.1 - The reviewer misunderstood what a tutorial means at WWU. Tutorials are taught in cases of low-enrollment, breakdowns in advising, or poor student planning, rotation changes. Independent studies are rare and usually a positive and under special circumstance. There may have been a misunderstanding in the explanation of how our senior seminar works - this is not an independent study, it operates as a student led course.

2.3 - We have two ethics courses, and ethics are discussed in nearly every other course. We have interpersonal communication, but it's not on the checklist (it's an elective). We are discussing the change to the sport communication concentration (swapping COM 373 for 332). COM 231 builds on 150 and prepares them for more advanced production courses in the future. We value students having production skills no matter their concentration and believe it's a strength of our program. The analytics course is an interesting idea, we are open to the idea but at this time it would need to be adjucted out.

3.1 - We agree

3.4 - The layout in AIS is a bit confusing on this, the library holdings are uploaded, which leaves the "form" blank appearing as if there is no information on library holdings.

3.8 - We agree that the lack of institutional support for our program and associated organizations hinders the program. As stated previously the lack of marketing and visibility makes it even more difficult to grow the program.

4.5 - We can strengthen our longitudinal view of each outcome.

Areas to be addressed

1. We agree, but we need to look at the overall number of social science offerings and determine if there is a need. If so we will explore this option (Sport Com as a gen ed)
2. Yes.
3. 4-year plans could be offered - but predictability can be difficult due to low enrollment and individual needs/circumstances of students.
4. Internships do have standardized contact hours and self-assessment and reflection. We exploring new (and more frequent) ways to meet and work with students to encourage their portfolio and resume development.
5. Repeatable credit - we simply don't have the number of students. There has also been a recent trend of students not pursuing courses outside of their major coursework, depleting enrollment in small 1 credit hour courses.

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

Our faculty has a diverse range of expertise. We not only teach these strengths, but support one another. Students receive the same set of diverse skills. We work with faculty across campus and are interdisciplinary by nature.

Our graduates have had their education reinforced and strengthened throughout all four years of our program, and our unique approach to their portfolio reviews and senior projects. These also provide opportunities to apply their skills throughout their educational career.

Given the challenges our program faces we provide our students the opportunity to learn and engage with digital, print, oral, and scholarly media and applications. Including written work, presentations, exercises and projects.

We are always meeting and discussing with ways to improve our program.

Program Identified Challenges

Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

Low university enrollment. - We have adjusted our course offerings and rotation to meet the changing population.

Lack of visibility and marketing. - We try to meet with and engage with WWU marketing and admissions as much as possible.

We need to meet more often with students and continue to build a culture of cooperation and deeper investment in the program.

Action Plan

What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

- Changing Sport Communication course (COM 373 for 332) Advise 332 as an elective
- Explore Sport Com as a Social Science gen ed.
- Altering portfolio reviews to include a mini-seminar during the second day instead of a case study.
- Meet more often with COM students - Build COM Calendar

- Do better with working on resume and portfolio development, and career exploration
- Develop some tentative 4-year plan guides.

Academic Council Review

Recommendation of Academic Council

After thorough review of the provided program report and external review, it is the recommendation of the Academic Council:

Accept Report as submitted, no further action. (selected)

Accept Report with recommended changes

Revisions requested and resubmit the report

Program did not meet minimum standards and is placed on an improvement plan.

Program Strengths

There are many strengths to the current program. From the discussion on May 5th, the strengths of the Communication program were noted as:

- Program faculty are always willing to collaborate and work with other majors to find new avenues of content.
- Students are provided opportunities for authentic practice with their internship locations, we just need to showcase that more.
- Senior projects that are completed in the capstone course are strong and show the skills of the program students.
- The Teaching Effectiveness chart was an obvious strength as it showed the level of success and commitment that students perceive of the faculty in the program.
- The snapshot on assessment was a clear and concise view of the program. It would be helpful to include the benchmark to the chart so that it was clear when objectives were met and when they were not met.

Program Weaknesses

Some of the challenges that were discussed at the meeting are within the control of the faculty to change. Some are university wide, but noted here as they impact the ability of the program to deliver content effectively.

- Technology resources in the classroom are a challenge and noted by both faculty and the external reviewer. The need for technology that will play video without buffering and skipping is critical to the content of the program.
- Equine General Studies redid their curriculum and removed several of the Communication courses out of the program. The Communication program needs to determine how this will impact load and rotation and see if there are other avenues of student traffic into those courses.
- Promoting the positive and interesting thing that students are doing in the program as a way to bring in more students.
- The profession is multifaceted and constantly changing with society so staying ahead of the curve on the next need for media is a guessing game.
- Data inaccuracies make it difficult to gauge the success or challenges of programs and courses when the information is not available.

Recommendations

Academic Council met on May 5th to discuss program reviews. The communication program was well written overall with a few areas needing more attention to provide additional context and depth to the detail provided. Simple changes within the narrative could have provided more exact numbers, i.e. the advising section. Several sections of the Program Review were designed to allow for the Annual Assessment information to feed into the longitudinal look into changes of the program.

The "Internship" section was light on content. The more specific and detailed the better it is for the program. This helps future faculty see the historical components of where students were going, as well as provides marketing a more accurate view of how to showcase program success.

The report noted that it might need to look at the offerings on line and how they are impacting the on-ground course enrollment. Without more information on who is in the online courses, we don't know if this is the case or not. More discussion needs to be had related to rotation and meeting the needs of the online students, as well as the on-ground program students.

The program needs to determine detailed strategies for retention and persistence of program students.

- In future reports, the Historical component should include the background of the program, the different iterations that have taken place of the curriculum and any major shifts in focus of the content
- More detail on the Internships where students are placed.
- Alumni data is challenging but one of the components of the report that we need to strengthen.
- Continue to seek out opportunities to collaborate with other programs.
- Work with PR in the VP: Communications office to find avenues of additional promotion of the program.

William Woods University
Assessment Data

Program: Communications

	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Declared Maj								
Incoming Freshmen	5	8	9	7	8	4	4	7
Transfers	2	1	2	0	0	0	0	1
Total	39	44	48	43	36	40	32	21
Undergraduates	1,179	1,079	1,009	1,006	1,006	1,001	973	703
Declared Minors	9	7	8	15	13	10	12	17
Concentrations								
Leadership	8	12	13	9	2	6	2	2
Public Relations	29	28	24	21	12	18	15	5
Journalism	9	7	8	5	8	13	10	5
Digital Filmn	7	7	7	3	9	7	7	6
Speech Comm	1	1	1	1	0	0	0	0
Sports Communication								3
Graduated Majors	12	8	13	16	8	10	9	
Graduated Minors	0	0	0	3	2	4	2	
Retention Rate: IPEDS definition¹								
University	66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	67.90%	
Program	93%	88%	88%	100%	88%	50%	40%	
Graduation Rate: IPEDS definition²	04/05	05/06	06/07	07/08	08/09	09/10	10/11	12/13
University	52.4	50.2	50.5	56.3	52.4	51.2	54.5	61.2
Program	75.00%	67%	46%	81%	53.8%	53.3%	66.6%	87.50%
Graduation Rate: Transfer Students³								
University	71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%	73.2%
Program	100%	100%	60%	75%	50%	75%	100%	NA

¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester

² = % of the full-time, first-time cohort that graduate within 6 years

³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Communications (COM)	51 credit hours	2018 – 2019  Checklist
student name:		student ID:
advisor:	concentration:	

- Students are required to have 122 distinct credits for graduation
- 42 credits of said 122, must be from upper level courses (i.e. 300/400-level)
- All students must complete the 43 credits of General Education for graduation

Required Core Courses 18.00 credits

Course	Course Title	18.00	Semester Completed	Grade Earned	Substitutions
COM 101	Introduction to Speech Communication – C	3.00			
COM 150	Survey of Production Techniques	3.00			
COM 190	Introduction to Mass Media	3.00			
COM 320	Communication Theory	3.00			
COM 330	Communication Law	3.00			
COM 499	Senior Seminar	3.00			

Required Electives 12.00 credits

Required Electives	12.00	Semester Completed	Grade Earned	Substitutions
COM _____	3.00			
COM _____	3.00			
COM _____	3.00			
COM _____	3.00			

Concentration Requirements 21.00 credits

Digital Filmmaking Concentration	21.00	Semester Completed	Grade Earned	Substitutions
COM 231 Fundamentals of Filmmaking	3.00			
COM 311 Visual Storytelling & Screenwriting	3.00			
COM 312 Screenplay Analysis and Treatment	3.00			
COM 332 Advanced Production and Cinematography	3.00			
COM 432 Advanced Editing and Post Production	3.00			
ENG 210 Introduction to Film Studies – L	3.00			
ENG 327 Film Theory and Criticism	3.00			

Leadership Concentration	21.00	Semester Completed	Grade Earned	Substitutions
BUS 351 Principles of Management	3.00			

BUS 421	Organizational Behavior	3.00		
COM 203	Interpersonal Communication	3.00		
COM 213	Gender Communication	3.00		
COM 220	Logic and Persuasion – T	3.00		
COM 316	Small Group Leadership	3.00		
COM 434	Visionary Leadership	3.00		

Media Journalism Concentration		21.00	Semester Completed	Grade Earned	Substitutions
ART 256	Digital Imaging	3.00			
COM 110	Beginning Media Writing	3.00			
COM 231	Fundamentals of Filmmaking	3.00			
COM 335	Public Affairs Reporting	3.00			
COM 337	Interactive Web Communication	3.00			
COM 373	Announcing and Reporting I	3.00			
COM 415	Feature Writing and Magazine	3.00			

Public Relations Concentration		21.00	Semester Completed	Grade Earned	Substitutions
ART 256	Digital Imaging	3.00			
BUS 321	Principles of Marketing	3.00			
BUS 332	Business Communications	3.00			
BUS 428	Public Relations	3.00			
COM 110	Beginning Media Writing	3.00			
COM 316	Small Group Leadership	3.00			
COM 337	Interactive Web Communication	3.00			

Sports Communication Concentration		21.00	Semester Completed	Grade Earned	Substitutions
COM 110	Beginning Media Writing	3.00			
COM 214	Sport Communication	3.00			
COM 231	Fundamentals of Filmmaking	3.00			
COM 337	Interactive Web Communication	3.00			
COM 373	Announcing and Reporting I	3.00			
COM 415	Feature Writing and Magazine	3.00			
PSY 401	Sports Psychology	3.00			

B.A./B.S. COMMUNICATION – 42 credits**2013-2014 Catalog**

ID#: _____

Name: _____ Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Minor: _____ Foreign Language: _____

Concentration: _____

REQUIRED COURSES 18 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
COM101 Intro to Speech	3			
COM150 Survey of Production Tech	3			
COM190 Intro to Mass Media	3			
COM320 Communication Theory	3			
COM330 Communication Law	3			
COM499 Senior Seminar	3			

Concentration Requirements 12 credits

Broadcasting Concentration:	12			
COM110 Beginning Media Writing	3			
COM132 Digital Production I	3			
COM373 Announcing and Report I	3			
COM383 Announcing and Report II	3			
Digital Filmmaking Concentration:	12			
COM132 Digital Production I	3			
COM232 Digital Production II	3			
COM332 Digital Production III	3			
COM432 Digital Production IV	3			
Journalism Concentration:	12			
COM110 Beginning Media Writing	3			
COM315 Feature Writing & Magazine	3			
COM335 Public Affairs Reporting	3			
COM337 Interactive Web Communcn	3			
Leadership Concentration:	12			
COM203 Interpersonal Communication	3			
COM215 Small Group Leadership	3			
COM220 Logic & Persuasion	3			
COM334 Visionary Leadership	3			
Public Relations Concentration:	12			
BUS328 Public Relations	3			
COM110 Beginning Media Writing	3			
COM215 Small Group Leadership	3			
COM337 Interactive Web Communcn	3			

Required Electives 12 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
Required Electives:	12			
COM	3			

Student: _____ Date: _____

Advisor: _____ Date: _____

Division Chair: _____ Date: _____
Substitutions to the coursework above requires the signature of the division chair.

Course Descriptions – Communication B.S.

Required Courses:

COM 101 – Intro to Speech Communication

Designed to introduce the student to the area of oral communication with exercises covering the various phases.

COM 150 – Survey of Production Techniques

Introduction to the functions, theories, materials and techniques of writing, performing and production for radio and television. Students write, perform and produce a variety of long and short form projects for radio and television.

COM 190 – Intro to Mass Media

An introductory course designed to familiarize the student with the field of mass communication, its influence, and universality. The course offers a survey of the print and electronic mass media and its impact on society.

COM 320 – Communication Theory

This course examines communication theory on all levels. Students will gain an understanding of theory and how theoretical developments can be used in their academic and personal lives.

COM 330 – Communication Law

Examines the legal background of the mass media. It focuses on specific laws affecting media operations and First Amendment rights with emphasis on Supreme Court decisions relating to political dissent, press freedom, prior restraint, libel, privacy, obscenity, advertising, copyright, contempt of court, and access to information.

COM 499 – Senior Seminar

This senior-level capstone course focuses on all aspects of professional journalism. Students will be assigned a variety of projects similar to those assigned in professional media outlets. In addition, students will prepare for the job market by perfecting portfolios, tapes, and other application materials.

Required Electives:

Communication Majort Electives: Any COM courses

COM 105 – Voice and Diction

Designed to train the speaking voice by means of supervised exercises and drills. The course also serves as an introduction to phonetics.

COM 110 – Beginning Media Writing

Updated October, 2018

An introduction to news writing with emphasis on style and content for print and electronic media.

COM 150 – Survey of Production Techniques

Introduction to the functions, theories, materials and techniques of writing, performing and production for radio and television. Students write, perform and produce a variety of long and short form projects for radio and television.

COM 190 Introduction to Mass Media

An introductory course designed to familiarize the student with the field of mass communication, its influence, and universality. The course offers a survey of the print and electronic mass media and its impact on society.

COM 203 – Interpersonal Communication

This course examines communication in interpersonal relationships. There is a balance between theoretical and practical approaches.

COM 204 Applied Leadership

The class focuses on current leadership theories and styles. Students will be able to identify their own leadership style and how to apply that style to campus leadership positions. Introduction to Leadership will help students to identify their leadership styles and help current leaders polish their leadership skills.

COM 207 – Radio Broadcasting

Participation with KWWU staff. Students will work a weekly 1 hour radio show and attend staff meetings and lectures designed to enhance their skills. May be repeated for credit.

COM 209 – Argumentation and Debate

This course will acquaint student with several approaches to argument and debate. Students will learn both theoretical and practical approaches.

COM 213 – Gender Communication

In this course we will look closely at the ways gender is communicated within various cultural and institutional settings (how we come to know what it is to be a woman or a man), the multiple ways humans communicate within and across gender lines (how we express ourselves as gendered individuals and why we do it many different ways), and the relationships of the two.

COM 215 – Small Group Leadership

Small Group Communication is designed to increase students' understanding of group dynamics, particularly in decision-making task groups. Traditional topics such as role negotiation, leadership, and decision processes will be explored, emphasizing the need for balance between socio-emotional and task dimensions.

Updated October, 2018

COM 214 Sport Communication

This course introduces students to the practical and scholarly domain of Sports Communication. We will examine contemporary issues related to communication, sport, and culture. The course will introduce students to the nuanced ways sport reflects and actively shapes culture and society. We will cover topics ranging from how sports organizations function through the integration of athletes, managers, and audiences through communication. Additionally, the course will address the changing shape of sports media institutions, fan identities, the politics of race, class, gender, and sexuality that are revealed and struggled over within sports cultural contexts. Finally, the course will explore how the sports industry has evolved and continues to grow as a cultural phenomenon.

COM 220 – Logic and Persuasion – T

This is a course of discovery. Though the analysis of a particular kind of communication - argumentation - we will attempt to reveal the means of persuasion available to those who wish to influence others.

COM 221 Contemporary Media Ethics

Contemporary Media Ethics explores the following aspects of media decision-making: news, persuasion in advertising, persuasion and public relations, and entertainment. Student participation is required.

COM 232 – Digital Production II

This hands-on digital video production course is designed for intermediate level filmmaking students. Focus will be on shooting and storytelling techniques both in field and in studio.

COM 224 Equine Production

This hands-on digital video production course is designed for beginning level students. Students will be introduced to basic equipment, techniques, and theories of digital filmmaking. Students will gain a fundamental understanding of the pre-production, production, and post-production skills associated with digital filmmaking.

COM 231 Fundamentals of Film Making

This hands-on digital video production course is designed for beginning level filmmaking students. Focus will be on general techniques and technology of post-production and digital manipulation.

COM 250 – Ethics in Sexuality –E

Ethics in sexuality is a course that explores all aspects of sexual decision-making. Students will study the biology and psychology of sexuality and explore a variety of sexual issues and topics. A constant focus will be maintained on prescribing individual ethical beliefs to sexual situations. Students participation is required.

COM 251 – Oral Interpretation of Literature

Devoted to the theory, methods, and practice of oral communication through the mediums of prose and poetry, including selection and arrangement of suitable material.

COM 311 Visual Storytelling & Screenwriting

Updated October, 2018

This hands-on digital video production course is designed for intermediate level filmmaking students. Focus will be on shooting and storytelling techniques both in field and in studio. Prerequisites: COM 132 or COM 224 and recommended that students have taken or are currently enrolled in ENG215 Movies in America.

COM 312 Screenplay Analysis and Treatment

Students critically examine the basic tenets of success film screenwriting (character, plot, motif, theme, etc.) and the relationship between screenwriting and central aspects of film production (casting, acting, cinematography, storyboarding, etc.) as manifested in various narrative films, both contemporary and classic in origin.

COM 316 Small Group Leadership

Small Group Communication is designed to increase students' understanding of group dynamics, particularly in decision-making task groups. Traditional topics such as role negotiation, leadership, and decision processes will be explored, emphasizing the need for balance between socio-emotional and task dimensions.

COM 332 – Advanced Production & Cinematography

This hands-on digital video production course is designed for intermediate-to-advanced level filmmaking students. Focus will be on advanced techniques and technology of post-production and digital manipulation.

COM 335 – Public Affairs Reporting

A news reporting and writing course that focuses on media coverage of public policy, legal, and social issues and problems. Students will use reporting techniques to produce news stories for presentation to the general audience. Prerequisite: COM 110

COM 337 Interactive Web Communication

This course is an introduction to interactive social media: blogs, microblogs, networks, bookmarking, Wikis, and Web2.0/3.0. The students will get hands on experience and will research media usage, integration, traditional and contemporary marketing/PR campaigns with social media, and cultural assessments of social media. At the end of the course, the students will have knowledge of the most popular used forms of social media, a review of the "cutting edge" of social media, and a vision for keeping up with the evolving phenomenon

COM 366 – Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

COM 373 – Announcing and Reporting I

The development of disciplines controlling vocal and visual mechanics and interpretative performances for announcers, newscasters, interviewers, and narrators of various radio and television programming.

Updated October, 2018

COM 383 Announcing and Reporting II

A continuation of COM373. This course continues to develop the student's ability to communicate effectively utilizing electronic media. Further development of the voice and an "on-air" persona together with further versatility in news and commercial delivery. (Course Fee)

Prerequisite COM 373

COM 390 – Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

COM 400 – Advanced Projects

[No course description available]

COM 432 – Advanced Editing and Post Production

In this advanced filmmaking class, students will produce their own short film. Students will work as artists and filmmakers exploring and developing visual imagery.

Prerequisites: COM332 and recommended that students have taken or are currently enrolled in ENG327 Film Theory & criticism.

COM 434 Visionary Leadership

In this course, students will learn practical application for leadership theory. Students will practice creative leadership outside of class and improve their personal leadership skills.

COM 449 – Advanced Digital Video/Film Production

A course for the advanced filmmaking, production and/or design student interested in the techniques and technology of the video post-production world and the digital manipulation of the moving image. Students will produce one short public service announcement and one longer form documentary using the MiniDV tape format, while learning advanced non-linear editing techniques with Final Cut Pro incorporating Adobe After Effects and digital multi-track audio sweetening with Audition and other tools.

COM 451 – Internship II

Course requires a minimum of 120 clock hours in an approved work situation.* In addition submitting a log of work activities with dates and times, the student will develop a complete portfolio documenting internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of the instructor and the division chair. *The approved situation would require direct supervision by an individual holding a degree in business.

COM 452 – Internship III

Updated October, 2018

This course requires a minimum of 240 clock hours in an approved work situation.* In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. The student will also prepare a resume. Requires permission of the instructor and the division chair. *The approved situation would require direct supervision by an individual holding a degree in business.

COM 499 Senior Seminar

This senior-level capstone course focuses on all aspects of professional journalism. Students will be assigned a variety of projects similar to those assigned in professional media outlets. In addition, students will prepare for the job market by perfecting portfolios, tapes, and other application materials.

William Woods University - Dulany Library
COLLECTION ANALYSIS
January 2019

In Support of the Following Academic Program: Communications

I. **MOBIUS Holdings** (Subject Search):

Communication – 51,661 catalog entries
Mass media – 17,264 catalog entries
Journalism – 10,762 catalog entries
Broadcast journalism – 508 catalog entries
Reporters and reporting – 1,865 catalog entries
Television – 34,420 catalog entries
Sports communication – 56 catalog entries
Production techniques – 34 catalog entries
Communication theory – 775 catalog entries
Media journalism – 1,698 catalog entries
Public relations – 8,375 catalog entries

II. **William Woods University Holdings:**

Ebooks:

Communication – 1,596 catalog entries
Mass media – 1,293 catalog entries
Journalism – 382 catalog entries
Broadcast journalism – 8 catalog entries
Reporters and reporting – 50 catalog entries
Television – 787 catalog entries
Sports communication – 0 catalog entries
Production techniques – 0 catalog entries
Information theory – 46 catalog entries
Media journalism – 0 catalog entries
Public relations – 186 catalog entries

Journals (entire journal is on the topic)

Electronic Full-text:

Communication – 253 titles
Mass media – 49 titles
Journalism – 278 titles
Broadcast journalism – 3 titles
Reporters and reporting – 5 titles
Television – 142 titles

Print:

Communication – 4 titles
Mass media – 0 titles
Journalism – 1 title
Broadcast journalism – 0 titles
Reporters and reporting – 0 titles
Television – 0 titles

Streaming Video

Communication – 724 titles
Mass media – 490 titles
Journalism – 125 titles
Broadcast journalism – 1 title
Reporters and reporting – 4 titles
Television – 190 titles
Sports communication – 0 titles
Production techniques – 0 titles
Information theory – 0 titles
Media journalism – 0 titles
Public relations – 90 titles

Books (Printed) and Non-print Materials:

A. By Publication Date

Subject	Totals	1970-1979		1980-1989		1990-1999		2000-2009		2010-2015		2016-2017		2018-2019		2019-Other	
		33	4	2	7	9	6	2	0	0	0	0	0	0	0	0	3
Radio & Televişon																	
Journalism - History, Biography	6	0	0	0	0	0	0	0	1	1	1	1	0	2	0	0	0
Journalism The Periodical Press	65	0	2	2	1	1	2	2	3	6	9	13	15	4	3	0	0
Journalism -Practical Journalism - Study & Teaching	80	0	0	0	1	1	0	1	0	7	7	5	22	16	8	6	1
Journalism -Relation to State, Law, Regs. & Control	20	0	0	0	0	0	0	0	1	0	4	4	6	3	2	0	0
The Press & Journalism - Asia	3	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0
The Press & Journalism - Canada	2	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0
The Press	13	1	0	0	0	0	0	1	0	1	4	3	0	1	0	1	0

Subject	Totals	1700-1799	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	2016	2017	2018	2019	Other	
& Journalism - Europe																						
The Press		2	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	
& Journalism - Latin America																						
The Press		2	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	
& Journalism - Oceania, Australia, NZ																						
The Press		156	0	2	0	1	2	2	6	3	16	15	17	50	16	15	6	1	1	2	0	1

Subject	Totals	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	2016	2017	2018	2019	Other
Broadcasting	14	0	0	4	8	0	2	0	0	0	0	0	0
Radio Broadcasting - Scripts, Programs	1	0	0	0	0	0	0	1	0	0	0	0	0
Radio Broadcasts, General	8	1	3	0	2	1	1	0	0	0	0	0	0
Television Broadcasting - Hist., Criticism, Techni	67	0	1	12	19	7	10	12	3	1	1	0	1
Television Broadcasting - Scripts, Programs	424	0	0	1	1	19	89	228	41	26	19	0	0
Types of Radio Programs. Special Topics	3	0	0	1	2	0	0	0	0	0	0	0	0
Types of Television Programs. Special Topics	75	1	0	8	16	6	26	14	2	2	0	0	0

Subject	Totals	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2015	2016	2017	2018	2019	Other
Motion Pictures	220	0	0	1	2	20	44	44	49	32	18	5	4	1	0	0
Motion Pictures - Scripts, Individual Films	1412	0	0	0	2	2	7	131	460	411	300	44	32	20	0	3
Motion Pictures, General	266	3	2	4	10	22	41	64	55	38	18	3	0	4	0	2
Types of Films, Special Topics	789	0	0	0	2	13	39	104	206	341	50	13	8	11	0	2

B. By Format

Subject	Totals	Books	Journals/Magazines	Videos
Radio & Television	33	18	14	1

Subject	Totals	Books	Journals/Magazines	Newspapers	Videos
Journalism - History.	6	6	0	0	0
Biography					
Journalism, the Periodical Press	65	14	20	31	0
Journalism-Practical Journalism - Study & Teaching	80	65	10	4	1
Journalism-Relation to State, Law, Regs. & Control	20	20	0	0	0
The Press & Journalism - Asia	3	2	1	0	0
The Press & Journalism - Canada	2	1	0	1	0
The Press & Journalism - Europe	13	10	1	2	0
The Press & Journalism - Latin America	2	1	0	1	0
The Press & Journalism - Oceania, Australia, NZ	2	0	0	2	0
The Press & Journalism - United States	156	145	3	7	1

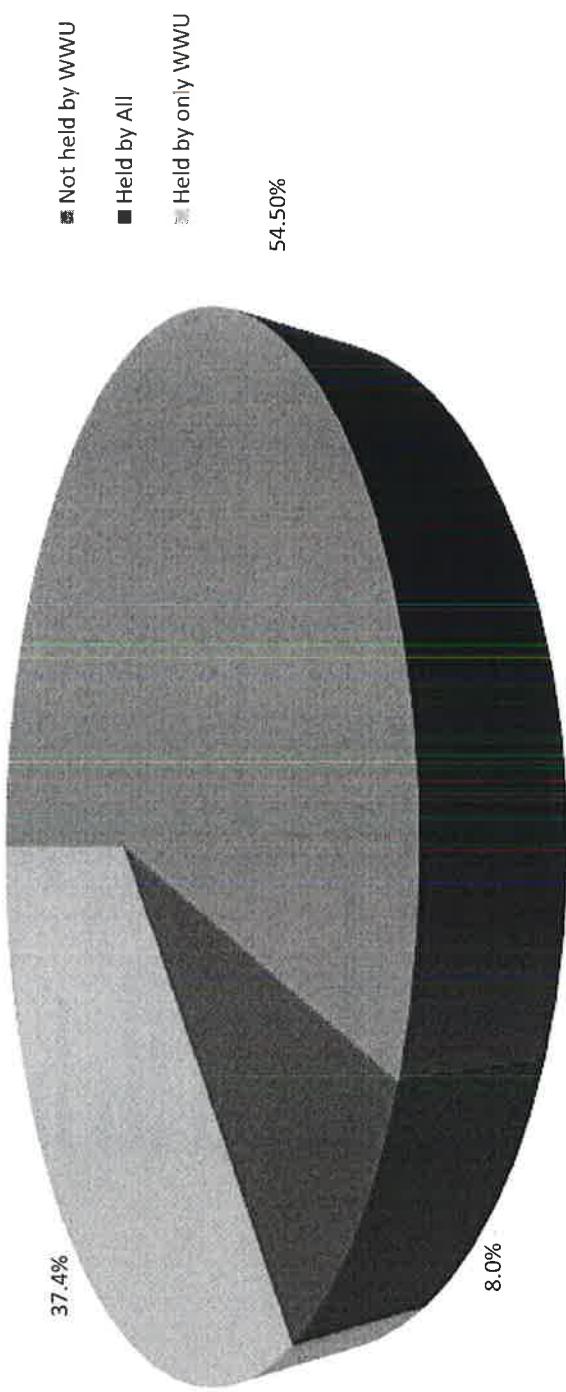
Subject	Totals	Books	Journals/Magazines	Videos
Broadcasting	14	10	3	1
Radio Broadcasting - Scripts, Programs	1	1	0	0
Radio Broadcasts, General	8	8	0	0
Television Broadcasting - Hist., Criticism, Techni	67	36	2	29
Television Broadcasting - Scripts, Programs	424	8	0	416
Types of Radio Programs. Special Topics	3	3	0	0
Types of Television Programs. Special Topics	75	29	0	46

Subject	Totals	Books	Journals/Magazines	Music	Videos
Motion Pictures	220	155	2	0	63
Motion Pictures - Scripts, Individual Films	1412	17	0	1	1394
Motion Pictures, General	266	165	53	0	48
Types of Films. Special Topics	789	180	6	0	603

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University

4 to 1 Peer Holdings Comparison - Communications - Printed Books and Non-print Materials



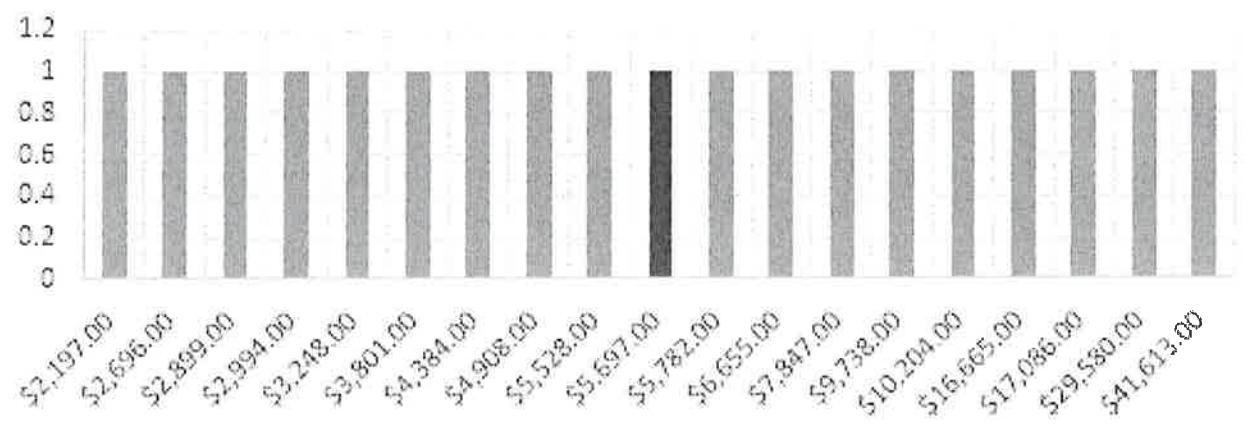
IV. Analysis

Communications as a discipline taught at the undergraduate level requires primarily up-to-date library materials. A continued effort is made to acquire materials in both electronic and printed formats. All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to a comprehensive database, *Academic Search Complete*, which is available to all students, both traditional and online. The Library also subscribes to *Communication and Mass Media Complete*, which contains journals in communication, mass media, and other closely-related fields of study to create a research and reference resource of unprecedented scope and depth encompassing the breadth of the communication discipline.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Expense by Program



**Communication
Annual Assessment Report 2017-2018**

Annual Assessment

Communication

Program Profile

Program Mission Statement

Please insert your program mission statement here

The communication program at William Woods University emphasizes a broad-based foundation in communication studies, complemented by a student-selected concentration in public relations, digital filmmaking, journalism, broadcasting or speech, to ensure that you are well-educated in all issues and practices of the field.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2015-2016

40

Student Minors 2015-2016

10

Student Majors 2016-2017

32

Student Minors 2016-2017

12

Concentrations 2015-2016

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Leadership - 6

Public Relations - 18

Media Journalism - 13

Digital Filmmaking - 7

Concentrations 2016-2017

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Leadership: 2

Public Relations: 15

Media Journalism: 10

Digital Filmmaking: 7

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
COM.1	Integrate theory into applied skills in a variety of communication settings.
COM.2	Identify the impact and responsibilities associated with a variety of communication behaviors.
COM.3	Critically evaluate messages through analytical approaches.
COM.4	Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

COM-Film.1	Create emotion through the use of lighting and camera techniques, and visual and audio imagery.
COM-Film.2	Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.

COM-Lead.1	Demonstrate proficient analysis of leadership styles.
COM-Lead.2	Explain major leadership theories as they apply to a variety of settings.

COM-Media.1	Develop mass communicated messages with accuracy and precision.
COM-Media.2	Apply information gathering techniques.

COM-PR.1	Identify the relationship between the media and the business world.
COM-PR.2	Identify key strategies in developing and maintaining the public image of a business.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

- **Communication:** The communication program is, along with English composition, foundational to the communication general education courses.
- **Mathematics:** All communication concentrations require research and interpretation of data in news articles (COM 110), documentary scriptwriting (COM 332), leadership behavior and content analyses (COM 210), delineation of buyer personas (COM 337).
- **Critical Thinking:** Principles of logic are used in persuasive public speaking (COM 101), logic and persuasion (COM 220), and argument and debate (COM 209).

- **Meaning:** An analysis of texts is practiced in digital film courses (COM 132, 232, 332, 432), journalism and broadcast classes (COM 110, COM 335, COM 383), analyzing interpretive theory (COM 320) and production and mass media survey classes (COM 150, COM 190)
- **Ethical reasoning:** Ethics are taught in every class, from survey to senior capstone. In particular are the ethics of public speaking (COM 101), ethical reasoning (COM 220) and ethics in sexuality (COM 250).
- **Historical Perspective:** Intro to Mass Media (COM 190) looks at the history of media. Digital production classes (COM 132, 232, 332, 432) look at the history of film production and techniques.
- **Fine Arts:** The online and print components of journalism (COM 110, COM 337) emphasize the visual aesthetics of posting articles and blogs and magazine layout. Film and broadcasting work with framing, light balance, line, texture, shape, etc.
- **Natural Science:** Film and broadcasting courses discuss and analyze the use of light and sound. Small group leadership (COM 215) analyzes data collected in the film/consulting project.
- **Social Sciences:** Human relationships are at the heart of every communication concentration. For example, Gender Communication (COM 213), Visionary Leadership and Small Group Leadership (COM 334, COM 215), Interpersonal Communication (COM 203) and in Human Communication Theory (COM 320)
- **Diversity:** Communication concentrations explore a variety of traditions and values of a variety of cultures in Gender Communication (COM 213), Visionary Leadership and Small Group Leadership (COM 334, COM 215), Interpersonal Communication (COM 203), Beginning Media Writing (COM 215), Public Affairs Reporting (COM 335), etc.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

I - Introduced

R - Reinforced

M - Master

Program Objectives Matrix

	COM 101	COM 150	COM 190	COM 320	COM 330	COM 499
COM.1 Integrate theory into applied skills in a variety of communication settings.	I	I	I	A	M	M
COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.	I	I	I	M	A	M
COM.3 Critically evaluate messages through analytical approaches.	I	I	I	M	A	M
COM.4 Use knowledge and information from the communication discipline to effectively communicate a persuasive message.	I	I	I	M	M	A

Media Journalism Matrix

	COM 110	COM 231	ART 256	COM 415	COM 335	COM 337	COM 373
COM-Media.1 Develop mass communicated messages with accuracy and precision.	I	I	I	M	M	R	A
COM-Media.2 Apply information gathering techniques.	A	I	I	M	M	R	R

Digital Filmmaking Matrix

	COM 231	ENG 210	COM 311	COM 312	ENG 327	COM 332	COM 432
COM-Film.1 Create emotion through the use of lighting and camera techniques, and visual and audio imagery.	I	I	A	I	M	M	M
COM-Film.2 Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.	I	I	R	I	M	M	A

Leadership Matrix

	COM 203	COM 213	COM 316	COM 220	COM 434	BUS 351	BUS 421
COM-Lead.1 Demonstrate proficient analysis of leadership styles.	I	I	A	I		I	M
COM-Lead.2 Explain major leadership theories as they apply to a variety of settings.	I	I	R	I	A	I	M

Public Relations Matrix

	COM 110	COM 316	ART 256	BUS 321	BUS 332	COM 337	BUS 428
COM-PR.1 Identify the relationship between the media and the business world.	I	I	I	I	M	R	A
COM-PR.2 Identify key strategies in developing and maintaining the public image of a business.	I	I	I	I	M	A	M

Assessment Findings

Assessment Findings for the Assessment Measure level for Program Objectives Matrix

COM.1 Integrate theory into applied skills in a variety of communication settings.				
COM 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 70% of students achieve 70% or higher. been met yet? Met	78% of students met the benchmark.	COM_320_Final_Exam_Scores.png	- Revise Assignment for Assessment: Change assignment assessed to communication application paper, rather than final exam.

COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.				
COM 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70% of students achieve 70% or higher been met yet? Met			
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70%	Seniors: 46% achieved 80% Juniors: 80% achieved 70% Sophomores: 50% achieved 60% (2 sophomores) Freshmen: 66%		- Refine Assessment Tool: We need to revise the assessment tool, which is the rubric for M2, to more clearly reflect student

	achieve 70% Seniors: 80% achieve 80% been met yet? Met	achieved 50% (3 freshmen)		achievement.
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COM.3 Critically evaluate messages through analytical approaches.

COM 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Libel Exam in COM 330 70% of students Achieve 70% been met yet? Met			
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet?	All students met their benchmark.		- Refine Assessment Tool: Freshmen are not included in this assessment. We need to tease out the numbers for each criteria on the performance assessment evaluation.

COM.4 Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

COM 449				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Final Presentation in COM 499 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.	Unknown_1.png	
Direct - Portfolio Review	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60%	All classes met the benchmark.		

	achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet? Met			
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Assessment Findings for the Assessment Measure level for Media Journalism Matrix

COM-Media.1 Develop mass communicated messages with accuracy and precision.				
COM 373				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final News Package 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.	Unknown_1.png	

COM-Media.2 Apply information gathering techniques.				
COM 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Public figure feature article. 70% of students achieve 70% been met yet? Met			

Assessment Findings for the Assessment Measure level for Digital Filmmaking Matrix

COM-Film.1 Create emotion through the use of lighting and camera techniques, and visual and audio imagery.				
COM 311				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Video	Has the criterion Silent Film Project 70% of students achieve 70% been met yet? Met			
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COM-Film.2 Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.				
COM 432	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Final Individual Short Film 70% of students achieve 70% been met yet? Met			

Assessment Findings for the Assessment Measure level for Leadership Matrix

COM-Lead.1 Demonstrate proficient analysis of leadership styles.				
COM 316	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Film/Consulting Project 70% of students achieve 70% been met yet? Met			

COM-Lead.2 Explain major leadership theories as they apply to a variety of settings.				
COM 434	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure				

Direct - Case Study	Has the criterion Final Organizational/Case Study Paper 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.	IMG_2462.PNG	
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Assessment Findings for the Assessment Measure level for Public Relations Matrix

COM-PR.2 Identify key strategies in developing and maintaining the public image of a business.				
COM 337	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Has the criterion Buyer Persona Project 70% of students achieve 70% been met yet? Met			

COM-PR.1 Identify the relationship between the media and the business world.				
BUS 428	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Has the criterion Final Project in BUS 428 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	COM.1 Integrate theory into applied skills in a variety of communication settings.					
Legend	A					
Course/Event	COM 320					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>Change assignment assessed to communication application paper, rather than final exam.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	Change assignment assessed to communication application paper, rather than final exam.
Improvement Type	Summary					
Revise Assignment for Assessment	Change assignment assessed to communication application paper, rather than final exam.					

Standard/Outcome	COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.	
Legend	A	
Course/Event	COM 330	

Assessment Measure	Direct - Case Study					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>We need to revise the assessment tool, which is the rubric for M2, to more clearly reflect student achievement.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	We need to revise the assessment tool, which is the rubric for M2, to more clearly reflect student achievement.
Improvement Type	Summary					
Refine Assessment Tool	We need to revise the assessment tool, which is the rubric for M2, to more clearly reflect student achievement.					

Standard/Outcome	COM.3 Critically evaluate messages through analytical approaches.					
Legend	A					
Course/Event	COM 330					
Assessment Measure	Direct - Case Study					
Assessment Findings						
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Freshmen are not included in this assessment. We need to tease out the numbers for each criteria on the performance assessment evaluation.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Freshmen are not included in this assessment. We need to tease out the numbers for each criteria on the performance assessment evaluation.
Improvement Type	Summary					
Refine Assessment Tool	Freshmen are not included in this assessment. We need to tease out the numbers for each criteria on the performance assessment evaluation.					

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

- The first day of performance assessment is devoted to sophomore, junior, and senior students presenting their portfolios to a panel of faculty and outside reviewers. See attached packet.

- Their portfolios consist of artifacts showcasing the work they've done the past year and a discussion of how each of the 3-5 artifacts has challenged and strengthened them. They are required to dress as if for an interview.
- Freshmen and transfers are assigned 45-minute observation times so they can see how portfolio reviews should go.
- The scores from the panelists are tabulated and the comments compiled; this data is given back to the student in April.
- The second day of performance assessment tests the students' ability to apply concepts learned in communication courses to a case study and an ad. See attached prompts and rubric.
- The data and outcomes often reinforce what we already know about each student but also give us insight into how we might address their deficits.

Changes:

- Continue work on better wording the prompts for the written portion of assessment days in an effort to better meet the M2 and M3 rubrics.
- Change benchmark of M4 for the performance assessment of concentration readiness to reflect the range of scores associated with each class designation (e.g., sophomores 1-3, juniors 4-6, seniors 7-10).

Successes include a high compliance rate, students improve with each portfolio presentation, and we get positive feedback from outside reviewers about the professionalism of our students and about the process itself, in addition to feedback from reviewers regarding possible employment opportunities for our students.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

[COM_Packet_Returning_2017.docx](#)

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Our senior capstone project presents during finals week and not on senior achievement days because it lasts two hours. The students choose an issue around which they produce a LEAD event, a community event, a print piece, and a video. The project is designed to draw on the whole of their communication courses. There is no program assessment associated with the capstone project. No changes will be made.

2016-2017

Our senior capstone project presents during finals week and not on senior achievement days because it lasts two hours. The students choose an issue around which they produce a LEAD event, a community event, a print piece, and a video. The project is designed to draw on the whole of their communication

courses. There is no program assessment associated with the capstone project. No changes will be made.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.
[Portfolio_Panel_Eval_2017.docx](#)

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Service learning activities include the senior capstone class's community event and the radio broadcasting class, which engages with community (and the world with live streaming).

2016-2017

Service learning activities include the senior capstone class's community event and the radio broadcasting class, which engages with community (and the world with live streaming).

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

- Anthony Cavaiani:
 - One Read: What Makes a Museum?
 - Debate Watch – Democratic Presidential Primary Debate
 - Debate Watch – Republican Presidential Primary Debate
 - Sport and the Hauntings of our Collective Past
 - What Kind of a Leader are You?
 - Presented paper, "Rhetoric, Space & Cities: The Heterotopic Nature of Sports Stadiums." At the 101st National Communication Association National Convention, sponsored by the Communication & Rhetorical Theory Division, Las Vegas, NV. November 2015.
 - Chair & Respondent, paper panel, "Post-industrial Spaces/Places: Interrogating Rhetorical & Communicative Constructions of Urban-Suburban Identities & Conflicts." 101st National Communication Association National Convention, sponsored by the Urban Communication Foundation. Las Vegas, NV. November 2015.
 - Participant & Presenter, National Communication Association Summer Faculty Institute (Hope Conference). Teaching the Rhetoric of Popular Culture, Holland, MI. July 2015.

- Participant & Presenter, Rhetoric Society of America Summer Research Workshop. Rhetoric of Space and the Built Environment. Madison, WI. June 2015.
- Anthony Weed:
 - First Flight Film Festival
 - *Inside Out*
 - *Monster House*
- Melissa Alpers-Springer
 - Senior Seminar Lead Event
 - Mentor-Mentee Project with Melissa D. Williams
 - *Rocky Horror Picture Show*
 - Jesters plays (2)
 - Mainstage plays (2)

2016-2017

Anthony Cavaiani

- Attended NCA conference in how to build a sports communication program
- Free Spech LEAD Event
- September 2016: Presidential DebateWatch
- Oct 2016 College by the slice: conversations about sport, politics, and media, co sponsor with Travis Tamerius

Tony Weed

- First Flight Film Festival
- Hosted a monthly series of film screenings
- Hosted a series about homelessness in mid-Missouri with Senior Seminar
- Free Spech LEAD Event

Melissa Alpers-Springer

- Attended/took students to KCACTF in Des Moines, IA
- *Rocky Horror Picture Show*
- Jesters plays (2)
- Mainstage plays (2)
- Free Spech LEAD Event

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Alaina Leverenz is going into graduate school (IUPUI), after a summer as Marketing Coordinator for Columbia Daily Tribune.

WWU Forensics competed at Webster University at the Missouri Association of Forensic Activity State Tournament.

Film Students submitted and competed in the First Flight Film Festival and the FaultLine Film Festival
Myriam Hassan and Izayah Donnelly interned for the WWU Sports Information Department

2016-2017

Marceil Miller and Cecilia Paquette interned for the WWU Marketing and Publicity department.

Izayah Donnelley interned at Lincoln University's athletic department and Learfield Sports.

Sara Laney is interning at KCTV5 in KCMO.

Film students entered films into the First Flight Film Festival.

Cecilia Paquette interned at WWU sports information department.

WWU Forensics competed at three tournaments and placed 2nd in Novice Parliamentary Debate and 4th in Impromptu Speaking at Owensboro Community College.

Final Assessment Rubric				12.000 pts 80.00%		
		3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives	Weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives. • Objectives are shared with students and faculty. 	<ul style="list-style-type: none"> • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> • Program learning objectives are not clear or measurable 	N/A
Assessment Measures	Weight: 1.000	<p>Comment:</p> <ul style="list-style-type: none"> • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning 	<ul style="list-style-type: none"> • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established 	<ul style="list-style-type: none"> • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	N/A
Assessment Results	Weight: 1.000	<p>Comment:</p> <ul style="list-style-type: none"> • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data 	<ul style="list-style-type: none"> • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	N/A
Faculty Analysis and Conclusions	Weight: 1.000	<p>Comment:</p> <ul style="list-style-type: none"> • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes. 	N/A
Actions to Improve Learning and Assessment	Weight: 1.000	<p>Comment:</p> <p>On the portion of the report that says on the summary page that "improvement actions that will be taken by the program" the following research was done to find out what the faculty and students thought about the data and what they felt the improvements should be.</p> <ul style="list-style-type: none"> • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment 	<ul style="list-style-type: none"> • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	N/A
Comment:						

Communication

**Annual Assessment 2016-2017
Created on the Assessment Insight System**

Annual Assessment

Communication

Program Profile

Program Mission Statement

Please insert your program mission statement here

The communication program at William Woods University emphasizes a broad-based foundation in communication studies, complemented by a student-selected concentration in public relations, digital film-making, journalism, broadcasting or speech, to ensure that you are well-educated in all issues and practices of the field.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2015-2016

40

Student Minors 2015-2016

10

Student Majors 2016-2017

32

Student Minors 2016-2017

12

Concentrations 2015-2016

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

Leadership - 6

Public Relations - 18

Media Journalism - 13

Digital Filmmaking – 7

Concentrations 2016-2017

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

Leadership: 2

Public Relations: 15

Media Journalism: 10

Digital Filmmaking: 7

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Program Standards/Outcomes

COM.1	Integrate theory into applied skills in a variety of communication settings.
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	Concentrations
COM-Film.1	Create emotion through the use of lighting and camera techniques, and visual and audio imagery.
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COM-PR.1	Identify the relationship between the media and the business world.
COM-PR.2	Identify key strategies in developing and maintaining the public image of a business.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

- **Communication:** The communication program is, along with English composition, foundational to the communication general education courses.
- **Mathematics:** All communication concentrations require research and interpretation of data in news articles (COM 110), documentary scriptwriting (COM 332), leadership behavior and content analyses (COM 210), delineation of buyer personas (COM 337).
- **Critical Thinking:** Principles of logic are used in persuasive public speaking (COM 101), logic and persuasion (COM 220), and argument and debate (COM 209).
- **Meaning:** An analysis of texts is practiced in digital film courses (COM 132, 232, 332, 432), journalism and broadcast classes (COM 110, COM 335, COM 383), analyzing interpretive theory (COM 320) and production and mass media survey classes (COM 150, COM 190)

- **Ethical reasoning:** Ethics are taught in every class, from survey to senior capstone. In particular are the ethics of public speaking (COM 101), ethical reasoning (COM 220) and ethics in sexuality (COM 250).
- **Historical Perspective:** Intro to Mass Media (COM 190) looks at the history of media. Digital production classes (COM 132, 232, 332, 432) look at the history of film production and techniques.
- **Fine Arts:** The online and print components of journalism (COM 110, COM 337) emphasize the visual aesthetics of posting articles and blogs and magazine layout. Film and broadcasting work with framing, light balance, line, texture, shape, etc.
- **Natural Science:** Film and broadcasting courses discuss and analyze the use of light and sound. Small group leadership (COM 215) analyzes data collected in the film/consulting project.
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Assessment Findings

Assessment Findings for the Assessment Measure level for Program Objectives Matrix

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COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.				
Com 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70% of students achieve 70% or higher been met yet? Met			
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet? Met	Seniors: 46% achieved 80% Juniors: 80% achieved 70% Sophomores: 50% achieved 60% (2 sophomores) Freshmen: 66% achieved 50% (3 freshmen)		- Refine Assessment Tool: We need to revise the assessment tool, which is the rubric for M2, to more clearly reflect student achievement.

COM.3 Critically evaluate messages through analytical approaches.

Com 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Libel Exam in COM 330 70% of students Achieve 70% been met yet? Met			
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet?	All students met their benchmark.		- Refine Assessment Tool: Freshmen are not included in this assessment. We need to tease out the numbers for each criteria on the performance assessment evaluation.

COM.4 Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

Com 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Final Presentation in COM 499 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.	Unknown_1.png	
Direct - Portfolio Review	Has the criterion Portfolio Assessment Benchmark: Freshman: 50%	All classes met the benchmark.		

	achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet? Met			
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Assessment Findings for the Assessment Measure level for Media Journalism Matrix

COM-Media.2 Apply information gathering techniques.				
Com 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Public figure feature article. 70% of students achieve 70% been met yet? Met			

COM-Media.1 Develop mass communicated messages with accuracy and precision.				
Com 373				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final News Package 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.	Unknown_1.png	

Assessment Findings for the Assessment Measure level for Digital Filmmaking Matrix

COM-Film.1 Create emotion through the use of lighting and camera techniques, and visual and audio imagery.				
Com 311				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Silent Film Project 70% of students achieve 70% been met yet? Met			

COM-Film.2 Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.				
Com 432				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Final Individual Short Film 70% of students achieve 70% been met yet? Met			

Assessment Findings for the Assessment Measure level for Leadership Matrix

COM-Lead.1 Demonstrate proficient analysis of leadership styles.				
Com 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Film/Consulting Project 70% of students achieve			

	70% been met yet? Met			
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COM-Lead.2 Explain major leadership theories as they apply to a variety of settings.				
Com 434				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Final Organizational/Case Study Paper 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.	IMG_2462.PNG	

Assessment Findings for the Assessment Measure level for Public Relations Matrix

COM-PR.2 Identify key strategies in developing and maintaining the public image of a business.				
Com 337				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Buyer Persona Project 70% of students achieve 70% been met yet? Met			

COM-PR.1 Identify the relationship between the media and the business world.

Bus 428				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Project in BUS 428 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	COM.1 Integrate theory into applied skills in a variety of communication settings.					
Legend	A					
Course/Event	COM 320					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>Change assignment assessed to communication application paper, rather than final exam.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	Change assignment assessed to communication application paper, rather than final exam.
Improvement Type	Summary					
Revise Assignment for Assessment	Change assignment assessed to communication application paper, rather than final exam.					

Standard/Outcome	COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.	
Legend	A	
Course/Event	COM 330	
Assessment	Direct - Case Study	

Measure						
Assessment Findings	Met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>We need to revise the assessment tool, which is the rubric for M2, to more clearly reflect student achievement.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	We need to revise the assessment tool, which is the rubric for M2, to more clearly reflect student achievement.
Improvement Type	Summary					
Refine Assessment Tool	We need to revise the assessment tool, which is the rubric for M2, to more clearly reflect student achievement.					

Standard/Outcome	COM.3 Critically evaluate messages through analytical approaches.					
Legend	A					
Course/Event	COM 330					
Assessment Measure	Direct - Case Study					
Assessment Findings						
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Freshmen are not included in this assessment. We need to tease out the numbers for each criteria on the performance assessment evaluation.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Freshmen are not included in this assessment. We need to tease out the numbers for each criteria on the performance assessment evaluation.
Improvement Type	Summary					
Refine Assessment Tool	Freshmen are not included in this assessment. We need to tease out the numbers for each criteria on the performance assessment evaluation.					

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

- The first day of performance assessment is devoted to sophomore, junior, and senior students presenting their portfolios to a panel of faculty and outside reviewers. See attached packet.
 - Their portfolios consist of artifacts showcasing the work they've done the past year and a discussion of how each of the 3-5 artifacts has challenged and strengthened them. They are required to dress as if for an interview.
 - Freshmen and transfers are assigned 45-minute observation times so they can see how portfolio reviews should go.
 - The scores from the panelists are tabulated and the comments compiled; this data is given back to the student in April.
- The second day of performance assessment tests the students' ability to apply concepts learned in communication courses to a case study and an ad. See attached prompts and rubric.
- The data and outcomes often reinforce what we already know about each student but also give us insight into how we might address their deficits.

Changes:

- Continue work on better wording the prompts for the written portion of assessment days in an effort to better meet the M2 and M3 rubrics.
- Change benchmark of M4 for the performance assessment of concentration readiness to reflect the range of scores associated with each class designation (e.g., sophomores 1-3, juniors 4-6, seniors 7-10).

Successes include a high compliance rate, students improve with each portfolio presentation, and we get positive feedback from outside reviewers about the professionalism of our students and about the process itself, in addition to feedback from reviewers regarding possible employment opportunities for our students.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

[COM_Packet_Returning_2017.docx](#)

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Our senior capstone project presents during finals week and not on senior achievement days because it lasts two hours. The students choose an issue around which they produce a LEAD event, a community event, a print piece, and a video. The project is designed to draw on the whole of their communication courses. There is no program assessment associated with the capstone project. No changes will be made.

2016-2017

Our senior capstone project presents during finals week and not on senior achievement days because it lasts two hours. The students choose an issue around which they produce a LEAD event, a community event, a print piece, and a video. The project is designed to draw on the whole of their communication courses. There is no program assessment associated with the capstone project. No changes will be made.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

[Portfolio_Panel_Eval_2017.docx](#)

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities

benefit the community?

Service learning activities include the senior capstone class's community event and the radio broadcasting class, which engages with community (and the world with live streaming).

2016-2017

Service learning activities include the senior capstone class's community event and the radio broadcasting class, which engages with community (and the world with live streaming).

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

- Anthony Cavaiani:
 - One Read: What Makes a Museum?
 - Debate Watch – Democratic Presidential Primary Debate
 - Debate Watch – Republican Presidential Primary Debate
 - Sport and the Hauntings of our Collective Past
 - What Kind of a Leader are You?
 - Presented paper, "Rhetoric, Space & Cities: The Heterotopic Nature of Sports Stadiums." At the 101st National Communication Association National Convention, sponsored by the Communication & Rhetorical Theory Division, Las Vegas, NV. November 2015.
 - Chair & Respondent, paper panel, "Post-industrial Spaces/Places: Interrogating Rhetorical & Communicative Constructions of Urban-Suburban Identities & Conflicts." 101st National Communication Association National Convention, sponsored by the Urban Communication Foundation. Las Vegas, NV. November 2015.
 - Participant & Presenter, National Communication Association Summer Faculty Institute (Hope Conference). Teaching the Rhetoric of Popular Culture, Holland, MI. July 2015.
 - Participant & Presenter, Rhetoric Society of America Summer Research Workshop. Rhetoric of Space and the Built Environment. Madison, WI. June 2015.
- Anthony Weed:
 - First Flight Film Festival
 - *Inside Out*
 - *Monster House*
- Melissa Alpers-Springer
 - Senior Seminar Lead Event
 - Mentor-Mentee Project with Melissa D. Williams
 - *Rocky Horror Picture Show*
 - Jesters plays (2)
 - Mainstage plays (2)

2016-2017

Anthony Cavaiani

- Attended NCA conference in how to build a sports communication program
- Free Speech LEAD Event

- September 2016: Presidential DebateWatch
- Oct 2016 College by the slice: conversations about sport, politics, and media, co sponsor with Travis Tamerius

Tony Weed

- First Flight Film Festival
- Hosted a monthly series of film screenings
- Hosted a series about homelessness in mid-Missouri with Senior Seminar
- Free Speech LEAD Event

Melissa Alpers-Springer

- Attended/took students to KCACTF in Des Moines, IA
- *Rocky Horror Picture Show*
- Jesters plays (2)
- Mainstage plays (2)
- Free Speech LEAD Event

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Alaina Leverenz is going into graduate school (IUPUI), after a summer as Marketing Coordinator for Columbia Daily Tribune.

WWU Forensics competed at Webster University at the Missouri Association of Forensic Activity State Tournament.

Film Students submitted and competed in the First Flight Film Festival and the FaultLine Film Festival

Myriam Hassan and Izayah Donnelly interned for the WWU Sports Information Department

2016-2017

Marceil Miller and Cecilia Paquette interned for the WWU Marketing and Publicity department.

Izayah Donnelley interned at Lincoln University's athletic department and Learfield Sports.

Sara Laney is interning at KCTV5 in KCMO.

Film students entered films into the First Flight Film Festival.

Cecilia Paquette interned at WWU sports information department.

WWU Forensics competed at three tournaments and placed 2nd in Novice Parliamentary Debate and 4th in Impromptu Speaking at Owensboro Community College.

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> Detailed, measurable program learning objectives Objectives are shared with students and faculty 	<ul style="list-style-type: none"> Measurable program learning objectives. Learning objectives are available to students. 	<ul style="list-style-type: none"> Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> Program learning objectives are not clear or measurable 	N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> Multiple measures are used to assess a student learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content. 	<ul style="list-style-type: none"> Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data. 	<ul style="list-style-type: none"> Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected. 	N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible. 	<ul style="list-style-type: none"> Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes. 	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	N/A
Comment:					

Annual Assessment Report

Communication

2015-2016

Faculty Responsible for the Report

Annual Assessment Report

Program Profile

	2014-2015	2015-2016
Majors (total, majors 1,2,3)	36	40
Minors	13	10
Leadership	2	6
Public Relations	12	18
Media Journalism	8	13
Digital Filmmaking	9	7
Full Time Faculty		3
Part Time Faculty		0

If your discipline has a secondary education certification component, you will need to indicate that in the title of this report unless you are submitting a separate report for the education component.

**If your discipline is a major with one or multiple concentrations, that information needs to be included as separate content. Report the number of declared students by concentration and each concentration will need a separate assessment section.*

Program Delivery (HLC 3A3)

Traditional on-campus _____

Online Program _____

Evening Cohort _____

Analysis:

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence and graduation data what you expected? If yes, what has made for this success? If not, how could they be improved? Consider the students' "time to degree." Does the actual time to degree fit and reflect the program's expected and advertised time? If not, are there ways to align the two?

• • •

Outside Accreditation:

Is your program accredited by outside accreditor? If "yes", name the accrediting agency and include the cycle for accreditation review.

Is accreditation available for your program?

Are you making strides to attain accreditation? If no, why not?

Program Action Items

Action Item 1:	Explore the creation of a sport communication concentration.
Action steps:	Research comparable sport communication concentrations; Collaborate with sport management faculty, Dr. Woojun Lee.
Timeline	December 2015
Faculty Responsible	Anthony Cavaiani
Completion Date	May 2016
Action Item 2:	Better align case study prompts with the objective rubrics for Day 2 of performance assessment, and reinforce case study analysis in upper division classes.
Action steps:	Correction of case study prompt; beef up case study analysis in COM 320 and COM 330.
Timeline	Current semester.
Faculty Responsible	Tony Weed and Anthony Cavaiani
Completion Date	End of term/May assessment.
	Make sure on-ground and online classes are meeting the same objectives.
Action steps:	COM 101 and COM 220
Timeline	End of semester
Faculty Responsible	Melissa Alpers-Springer and Anthony Cavaiani
Completion Date	End of term/May assessment.

Program Objectives:

- M1. Integrate theory into applied skills in a variety of communication settings.
- M2. Identify the impact and responsibilities associated with a variety of communication behaviors
- M3. Critically evaluate messages through analytical approaches.
- M4. Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

Program Objectives Matrix

	Objective 1	Objective 2	Objective 3	Objective 4
COM101	I	I	I	I
COM150	I	I	I	I
COM190	I	I	I	I
COM320	A	M	M	M
COM330	M	A	A	M
COM499	M	M	M	A
External Assessment	Course-based	Course-based; Case study on assessment day	Course-based; Case study on assessment day	Course-based; Outside evaluators

I=Introduced

R= Reinforced

M=Mastered

A=Assessed

Assessment of Program Objectives

Objective 1	Students must integrate theory into applied skills in a variety of communication settings.
Methods	Final Exam in COM 320 Communication Theory. This exam covers M1.
Benchmark	70% of Students achieve 70%
Data Collected	Students enrolled in COM 320 Communication Theory 86% of Students achieved 70%

(course specific)	
Data Collected (Assessment Day, external tests, Senior Achievement)	
Budget needs related to the objective?	None

Objective 2	Students will identify the impact and responsibilities associated with a variety of communication behaviors.
Methods	Unit 3 Case Study in COM 330; Case study with written response during portfolio assessment day.
Benchmark	COM 330 Benchmark: 70% of Students achieve 70% Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80%
Data Collected (course specific)	Students enrolled in COM 330 72% scored above 70%.
Data Collected (Assessment Day, external tests, Senior Achievement)	Freshman: 100% achieved 50% Sophomores: 100% achieved 60% Juniors: 83% achieved 70% Seniors: 44% achieve 80%
Budget needs related to the objective?	None

Objective 3	Students will critically evaluate messages through analytical approaches.
Methods	Unit 2 Libel Exam in COM 330; Case study with written response during portfolio assessment day.
Benchmark	COM 330 Benchmark: 70% of Students achieve 70% Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80%
Data Collected (course specific)	Current students enrolled in COM 330 88% scored above 70%.
Data Collected (Assessment Day, external tests, Senior Achievement)	Portfolio Assessment: (All COM students) Freshman: 100% achieved 50% Sophomores: 77% achieved 60% Juniors: 83% achieved 70% Seniors: 55% achieved 80%
Budget needs related to the objective?	None

Objective 4	Students will use knowledge and information from the communication discipline to effectively communicate a persuasive message.
Methods	Final Presentation in COM 499; Reviewer evaluations of portfolio reviews
Benchmark	70% of students achieve 70%
Data Collected (course specific)	Students enrolled in COM 499 Senior Seminar
Data Collected (Assessment Day, external tests, Senior	

• • •

Achievement)	
Budget needs related to the objective?	None

Concentration Objectives and Assessment Strategies

Concentrations Objectives: Media Journalism

Media Journalism	Objective 1	Objective 2
COM110	I	A
COM132	I	I
ART256	I	I
COM315	M	M
COM335	M	M
COM337	R	R
COM373	A	R

Objective 1	Develop mass communicated messages with accuracy and precision
Methods	Final News Package in COM 373
Benchmark	70% of Students achieve 70%
Data Collected (Course specific)	Students enrolled in COM 373 (Announcing and Reporting) N/A – Course not Offered
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A – Course not Offered
Budget needs related to the objective?	None

Objective 2	Apply information gathering techniques
Methods	Public Figure feature article COM 110 (Beginning Media Writing)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students enrolled in COM 110 (Beginning Media Writing) 76% of students achieved a 70%
Data Collected (Assessment Day, external tests, Senior Achievement)	
Budget needs related to the objective?	

Concentration Objective: Digital Filmmaking

Digital Filmmaking	Objective 1	Objective 2
COM132	I	I
ENG210	I	I
COM232	A	
COM312	I	I
ENG327	M	M
COM332	M	M
COM432		A

Objective 1	Create emotion through the use of lighting and camera techniques, and visual and audio imagery
Methods	Silent Film Project COM 232 (Digital Production II)
Benchmark	70% of Students achieve 70%

• • •

Data Collected (course specific)	Students enrolled in COM 232 (Digital Production II) 83% scored above 70%.
Data Collected (Assessment Day, external tests, Senior Achievement)	
Budget needs related to the objective?	None

Objective 2	Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.
Methods	Final short film in COM 432 (Digital Production IV)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students enrolled in COM 432 (Digital Production IV) 100% scored above 70%.
Data Collected (Assessment Day, external tests, Senior Achievement)	
Budget needs related to the objective?	

Concentration Objectives: Leadership

Leadership	Objective 1	Objective 2
COM203	I	I
COM213	I	I
COM215	A	
COM220	I	I
COM334		A

BUS351	I	I
BUS421	M	M

Objective 1	Demonstrate proficient analysis of leadership styles
Methods	Film/Consulting Project in COM 215 (Small Group Leadership)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students enrolled in COM 215 (Small Group Leadership) 95% scored above 70%.
Data Collected (Assessment Day, external tests, Senior Achievement)	
Budget needs related to the objective?	

Objective 2	Explain major leadership theories as they apply to a variety of settings
Methods	Final Organizational/Case Study Paper in COM 334 (Visionary Leadership)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students enrolled in COM 334 (Visionary Leadership) 100% of students achieved 70%
Data Collected (Assessment Day, external tests, Senior Achievement)	
Budget needs related to the	

objective?

Concentration Objective: Public Relations

Public Relations	Objective 1	Objective 2
COM110	I	I
COM215	I	I
ART256	I	I
BUS321	I	I
BUS332	M	M
COM337		A
BUS428	A	

Objective 1	Identify the relationship between the media and the business world
Methods	Final Project BUS 428 (Public Relations)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students enrolled in BUS 428 (Public Relations)
Data Collected (Assessment Day, external tests, Senior Achievement)	
Budget needs related to the objective?	

Objective 2	Identify key strategies in developing and maintaining the public image of a business.
Methods	Buyer Persona Project in COM 337 (Interactive Web Communication)
Benchmark	70% of Students achieve 70%

Data Collected (course specific)	Students enrolled in COM 337 (Interactive Web Communication) 85% scored above 70%.
Data Collected (Assessment Day, external tests, Senior Achievement)	
Budget needs related to the objective?	None

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Analysis of Assessment:

- Looking through the responses for the M2 and M3 it is clear that continued work needs to be done to better prompt more meaningful responses from the students. We will continue to work on the rubric and prompt. We will also look for ways to incentivize better participation from the majors as turn out was low during the second half of assessment days (written portion)
- As is evidenced above, we use a combination of coursework and performance assessment activities to assess how well the program is doing. We use comprehensive and final projects that are meant to highlight what should be peak knowledge from students in a given course. Portfolio reviews during performance assessment days are designed to allow students to talk about and show their progress from year to year.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

- As is evidenced above, we use a combination of coursework and performance assessment activities to assess how well the program is doing. We use comprehensive and final projects that are meant to highlight what should be peak knowledge from students in a given course. Portfolio reviews during performance assessment days are designed to allow students to talk about and show their progress from year to year.
- During assessment day our students engage in several activities. These include: A presentation to the communication faculty, and outside communication professionals. Students are also presented with two case studies for which they provide a written response.
- We feel that this method of assessment has worked really well with our program and, with continuing adjustments, can be strengthened.

Program Changes Based on Assessment:

Assessment for Visionary Leadership (COM) was changed from a final exam to an organizational case study paper in an effort to better align with the rubric and criteria for the Leadership Concentration.

The prompt changes to the M2 and M3 case studies were effective in gaining better responses from students, however they could still use improvement.

General Education Assessment:

- **Communication:** The communication program is, along with English composition, foundational to the communication general education courses.
- **Mathematics:** All communication concentrations require research and interpretation of data in news articles (COM 110), documentary scriptwriting (COM 332), leadership behavior and content analyses (COM 210), delineation of buyer personas (COM 337).
- **Critical Thinking:** Principles of logic are used in persuasive public speaking (COM 101), logic and persuasion (COM 220), and argument and debate (COM 209).
- **Meaning:** An analysis of texts is practiced in digital film courses (COM 132, 232, 332, 432), journalism and broadcast classes (COM 110, COM 335, COM 383), analyzing interpretive theory (COM 320) and production and mass media survey classes (COM 150, COM 190)
- **Ethical reasoning:** Ethics are taught in every class, from survey to senior capstone. In particular are the ethics of public speaking (COM 101), ethical reasoning (COM 220) and ethics in sexuality (COM 250).
- **Historical Perspective:** Intro to Mass Media (COM 190) looks at the history of media. Digital production classes (COM 132, 232, 332, 432) look at the history of film production and techniques.
- **Fine Arts:** The online and print components of journalism (COM 110, COM 337) emphasize the visual aesthetics of posting articles and blogs and magazine layout. Film and broadcasting work with framing, light balance, line, texture, shape, etc.
- **Natural Science:** Film and broadcasting courses discuss and analyze the use of light and sound. Small group leadership (COM 215) analyzes data collected in the film/consulting project.
- **Social Sciences:** Human relationships are at the heart of every communication concentration. For example, Gender Communication (COM 213), Visionary Leadership and Small Group Leadership (COM 334, COM 215), Interpersonal Communication (COM 203) and in Human Communication Theory (COM 320)
- **Diversity:** Communication concentrations explore a variety of traditions and values of a variety of cultures in Gender Communication (COM 213), Visionary Leadership and Small Group Leadership (COM 334, COM 215), Interpersonal Communication (COM 203), Beginning Media Writing (COM 215), Public Affairs Reporting (COM 335), etc.

Program Activities:

Student Performance Day Activities (Assessment Day):

- The first day of performance assessment is devoted to sophomore, junior, and senior students presenting their portfolios to a panel of faculty and outside reviewers. See attached packet.
 - Their portfolios consist of artifacts showcasing the work they've done the past year and a discussion of how each of the 3-5 artifacts has challenged and strengthened them. They are required to dress as if for an interview.
 - Freshmen and transfers are assigned 45-minute observation times so they can see how portfolio reviews should go.
 - The scores from the panelists are tabulated and the comments compiled; this data is given back to the student in April.

- The second day of performance assessment tests the students' ability to apply concepts learned in communication courses to a case study and an ad. See attached prompts and rubric.
- The data and outcomes often reinforce what we already know about each student but also give us insight into how we might address their deficits.

Changes: Continue work on better wording the prompts for the written portion of assessment days in an effort to better meet the M2 and M3 rubrics.

Successes include a high compliance rate, students improve with each portfolio presentation, and we get positive feedback from outside reviewers about the professionalism of our students and about the process itself, in addition to feedback from reviewers regarding possible employment opportunities for our students.

Senior Achievement Day Presentations:

Our senior capstone project presents during finals week and not on senior achievement days because it lasts two hours. The students choose an issue around which they produce a LEAD event, a community event, a print piece, and a video. The project is designed to draw on the **whole** of their communication courses. There is no program assessment associated with the capstone project. No changes will be made.

Service Learning Activities:

Service learning activities include the senior capstone class's community event and the radio broadcasting class, which engages with community (and the world with live streaming).

Program Sponsored LEAD Events:

- Anthony Cavaiani:
 - One Read: What Makes a Museum?
 - Debate Watch – Democratic Presidential Primary Debate
 - Debate Watch – Republican Presidential Primary Debate
 - Sport and the Hauntings of our Collective Past
 - What Kind of a Leader are You?
 - Presented paper, "Rhetoric, Space & Cities: The Heterotopic Nature of Sports Stadiums." At the 101st National Communication Association National Convention, sponsored by the Communication & Rhetorical Theory Division, Las Vegas, NV. November 2015.
 - Chair & Respondent, paper panel, "Post-industrial Spaces/Places: Interrogating Rhetorical & Communicative Constructions of Urban-Suburban Identities & Conflicts." 101st National Communication Association National Convention, sponsored by the Urban Communication Foundation. Las Vegas, NV. November 2015.
 - Participant & Presenter, National Communication Association Summer Faculty Institute (Hope Conference). Teaching the Rhetoric of Popular Culture, Holland, MI. July 2015.
 - Participant & Presenter, Rhetoric Society of America Summer Research Workshop. Rhetoric of Space and the Built Environment. Madison, WI. June 2015.
- Anthony Weed:

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- First Flight Film Festival
- *Inside Out*
- *Monster House*
- Melissa Alpers-Springer
 - Senior Seminar Lead Event

Student Accomplishments:

Alaina Leverenz is going into graduate school (IUPUI)

WWU Forensics competed at Webster University at the Missouri Association of Forensic Activity State Tournament.

Film Students submitted and competed in the First Flight Film Festival and the FaultLine Film Festival

Myriam Hassan and Izayah Donnelly interned for the WWU Sports Information Department

Faculty Accomplishments:

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Lindsey Cornelius now works for Veterans United

Scott Barker works with the NAIA national office

Annual Assessment Evaluation

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate
Learning Objectives	<ul style="list-style-type: none"> Detailed, measurable program learning objectives Objectives are shared with students and faculty 	<ul style="list-style-type: none"> Measurable program learning objectives. Learning objectives are available to students. 	<ul style="list-style-type: none"> Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> Program learning objectives are not clear or measurable
Assessment Measures	<ul style="list-style-type: none"> Multiple measures are used to assess student learning objectives. Rubrics or guides are used for the measures. All measurements are clearly described. External evaluation of student learning included. 	<ul style="list-style-type: none"> Assessment measures relate to program learning objectives. Various measures are used to assess student learning. Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> Assessment focuses on class content only. Minimal description of how the assessment relates to the objective. Minimal assessment measures established. 	<ul style="list-style-type: none"> Assessment measures not connected to objectives. Assessment measures are not clear. No assessment measures are established.
Assessment Results	<ul style="list-style-type: none"> All objectives are assessed annually, or a rotation schedule is provided. Data are collected and analyzed to show learning over time. Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> Most objectives assessed annually. Data collected and analyzed showing an annual snapshot of student learning. Data are used to highlight gaps in student learning. Some data from non-course based content. 	<ul style="list-style-type: none"> Data collected for at least one program objective. Data collection is incomplete. Gaps in student learning not identified. Lacking external data to support course data. 	<ul style="list-style-type: none"> Learning objectives are not routinely assessed. Routine data is not collected. No discussion on gaps in student learning. No use of external data to support student learning. Assessment data not yet collected.
Faculty Analysis and Conclusions	<ul style="list-style-type: none"> Data is shared that incorporates multiple faculty from the program. Discussions on data results incorporate multiple faculty. Opportunities for adjunct faculty to participate. Includes input from external sources when possible. 	<ul style="list-style-type: none"> Multiple program faculty receive assessment results. Assessment results are discussed. Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> Minimal faculty input about results is sought. Data not used to determine success or not to the objective. Minimal conclusions made. 	<ul style="list-style-type: none"> Faculty input is not sought. Conclusions about student learning are not identified. N/A Program recently started or too few graduates to suggest any changes.
Actions to Improve Learning and Assessment	<ul style="list-style-type: none"> All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. Changes to assessment are inclusive of multiple faculty. Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. Changes to assessment measures is highlighted. Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> At least one change to improve learning or assessment is identified. The proposed action(s) relates to faculty conclusions about areas for improvement. Adjustments to the assessment are proposed but not 	<ul style="list-style-type: none"> Lacking actions to improve student learning. Actions discussed lack supportive data. Lacking discussion of the effectiveness of the assessment plan

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			clearly connected to data	
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Program: Communication

Additional Comments:

Make sure to include a discussion on retention, persistence and degree completion. There was not discussion of that in the report. Also discuss the needs of the program based on the number of students. If the number of faculty is appropriate, then explain what number would it take for you all to need an additional faculty or the number of students impact the rotation and delivery of courses.

Don't forget that it is always helpful to have the total number of students used in the data pool. So for objective 1, how many students were in the theory class? This helps to put the data into perspective.

What is the anticipated change for the assessment portfolio assessment for seniors? The goal was to have 80% obtain an 80%, but the data stated only 44% obtained the 80% benchmark? Any discussion as to why this happened?

I don't see data for Objective 4? It states the class is Com 449, and the benchmark is there, but there is no data.

Is there anything in the portfolio that speaks to the students identified concentration? If so that could be included in the assessment of those areas? For the concentrations that the assessment is out of the area the program needs to figure out how to get the data from that program. The course BUS 428 is supposed to have the assessment component but again, there is no data present.

General education in the future should be aligned to the 4 content areas that we voted on last year.

Continue to tweak the assessment for the program. There might need to be a change if the program cannot get an artifact that is appropriate for the business course that is appropriate to the curriculum.

Annual Assessment Report

Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	43	45
Minors	15	13
Concentrations		
Leadership	9	9*
Public Relations	21	19*
Journalism	5	11*‡
Digital Filmmaking	3	11*
Speech Communication (Broadcasting)	1	3‡
Full Time Faculty	3	3
Part Time Faculty	2	2

*Many Communication students have more than one concentration.

‡The 2014-15 catalog begins a concentration that combines Journalism and Broadcasting into Media Journalism.

Program Delivery (HLC 3A3)

Traditional on-campus

Online Program

Evening Cohort

Analysis:

At this time, Communication has excellent retention, persistence, and degree completion.

Outside Accreditation:

Outside accreditation is not required for the Communication degree.

Program Action Items

Action Item 1:	Design a sports communication course. <i>COM 200 Sport Communication is being offered Fall 2015.</i>
Action steps:	Research comparable sports communication courses; Collaborate with Anthony Lungstrum, athletic training professor. <i>Completed.</i>
Timeline	Submitted to the Curriculum Committee by 15 April 2015. <i>Completed.</i>
Faculty Responsible	Anthony Cavaiani
Evaluation	Curriculum Committee <i>approved.</i>

Action Item 2:	Boost digital film enrollment by 10%. <i>Enrollment in digital film tripled.</i>
Action steps:	Create talking points and marketing materials for Admissions reps to use in recruiting. <i>Created and given to admissions representatives</i>
Timeline	1 November 2014
Faculty Responsible	Anthony Weed
Evaluation	Materials in the hands of admissions representatives. <i>Materials were given to admissions representatives; however, due to turnover in Admissions, nothing has been done. We are in talks with Dan Dietrich about taking a new approach.</i>

Program Objectives: (from most recent Assessment Plan)

- M1. Integrate theory into applied skills in a variety of communication settings.
- M2. Identify the impact and responsibilities associated with a variety of communication behaviors
- M3. Critically evaluate messages through analytical approaches.
- M4. Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4
COM101	I	I	I	I
COM150	I	I	A	I
COM190	I	I	I	I
COM320	A	M	A	M
COM330	M	A	M	M
COM499	A	M	M	A

Assessment of Program Objectives

Objective 1	Students must integrate theory into applied skills in a variety of communication settings
Methods	Final Exam in COM 320 Communication Theory. Senior Seminar final project.
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Final Exam in COM 320 Communication Theory: The exam consisted of multiple choice, short answer, and essay questions covering cultural context theories.

	<p>Senior Seminar Final Project: The final project is a group presentation reflecting on the semester and discussing each component of their projects throughout the semester.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>There is no external component for this assignment.</p>
Results/Outcomes	<p>Final Exam in COM 320: 77% achieved 70%. 9 students were assessed.</p> <p>Senior Seminar final project: 100% of students achieved 70% 8 Students were enrolled in Senior Seminar COM 499 The COM faculty as a whole, the instructor, and peer reviews formed the final grade.</p>
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

Objective 2	Students will identify the impact and responsibilities associated with a variety of communication behaviors.
Methods	Case study with written response during portfolio assessment day. Final exam in COM 330 Communication Law.
Benchmark	<p>Freshman: 50% achieve 50%</p> <p>Sophomores: 60% achieve 60%</p> <p>Juniors: 70% achieve 70%</p> <p>Seniors: 80% achieve 80%</p>
Data Collected (course specific)	<p>Final exam in COM 330. Sophomores: 3 Juniors: 4 Seniors: 7</p> <p>Assessment Day Written Response: Students are presented with a case study in regards to the media industry and provide a written response Freshmen x 11 Sophomores x 7 Juniors x 6 Seniors x 11</p>

Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	<p>Final exam in COM 330.</p> <p>The exam consisted of multiple choice and essay questions covering freedom of the press and obscenity.</p> <p>100% of sophomores achieved 60%.</p> <p>100% of juniors achieved 70%</p> <p>71% of seniors achieved 80%</p> <p>Assessment Day Written Response Results:</p> <p>Freshman: 100% over 50%</p> <p>Sophomores: 81.8% over 60%</p> <p>Juniors: 50% over 70%</p> <p>Seniors: 81.8% over 80%</p>
Proposed changes to the assessment process	<p>Key terms should be highlighted throughout the unit to boost understanding for final exam concepts in COM 330.</p> <p>Case study questions should better reflect what is assessed in the rubric.</p>
Budget needs related to the objective?	None.

Objective3	Students will critically evaluate messages through analytical approaches.
Methods	Case study with written response during portfolio assessment day. COM 320 final paper. COM 150 final exam.
Benchmark	<p>Freshman: 50% achieve 50%</p> <p>Sophomores: 60% achieve 60%</p> <p>Juniors: 70% achieve 70%</p> <p>Seniors: 80% achieve 80%</p>
Data Collected (course specific)	<p>Final paper COM 320: apply communication theory to a communication artifact or relationship.</p> <p>Final exam in COM 150 is short answer questions over basic production techniques and analyses of visual and auditory media artifacts.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Assessment Day Written Response: Students are presented with a visual message to study in regards to the media industry and provide a written response</p> <p>Freshmen x 11</p> <p>Sophomores x 7</p>

	<p>Juniors x 6 Seniors x 11</p> <p>COM 320 final paper. No freshmen were enrolled. Sophomore x 1 Juniors x 5 Seniors 3 3</p> <p>Final exam in COM 150. Freshmen x 8 Sophomores x 4 Juniors x 1 Seniors x 4</p>
Results/Outcomes	<p>Assessment Day Written Response Results: Freshman: 90% over 50% Sophomores: 63.6% over 60% Juniors: 66% over 70% Seniors: 63% over 80%</p> <p>COM 320 final paper. No freshmen were enrolled. 100% sophomores achieved 60% 80% juniors achieved 70% 66% seniors achieved 80%</p> <p>Final exam in COM 150. 88% of freshmen achieved 50% 75% of sophomores achieved 60% 100% of juniors achieved 70% 75% seniors achieved 80%</p>
Proposed changes to the assessment process	Case study questions should better reflect what is assessed in the rubric. Key terms should be highlighted throughout the unit to boost understanding for final exam concepts in COM 320 and COM 150.
Budget needs related to the objective?	None.

Objective 4	Students will use knowledge and information from the communication discipline to effectively communicate a persuasive message.
Methods	Reviewer evaluations of portfolio reviews. Senior Seminar final project.

Benchmark	70% of students achieve 70%
Data Collected (course specific)	<p>Reviewer evaluations of portfolio reviews data is taken from the concentration scores given students for their presentations on Assessment Day.</p> <p>Senior Seminar Final Project: The final project is a group presentation reflecting on the semester and discussing each component of their projects throughout the semester.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Reviewer evaluations of portfolio review data is collected on Assessment Day.</p> <p>Senior seminar final project data is collected during finals.</p>
Results/Outcomes	<p>Reviewer evaluations of portfolio reviews: 92% of students achieved 70%.</p> <p>25 students were assessed.</p> <p>Senior Seminar Final Project: 100% of students achieved 70%</p> <p>8 Students were enrolled in Senior Seminar COM 499</p> <p>The COM faculty as a whole, the instructor, and peer reviews formed the final grade.</p>
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

Media Journalism

Objective 1	Develop mass communicated messages with accuracy and precision
Methods	Final News Package in COM 373
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	<p>Final News Package in COM 373: Students write, produce, film a 30-minute news broadcast, operating as anchors, producers, and videographers.</p> <p>3 students were enrolled in COM 373</p>
Data Collected (Assessment Day,	There is no external component for this assignment.

external tests, Senior Achievement)	
Results/Outcomes	100% of students achieved a 70%
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

Objective 2	Apply information gathering techniques
Methods	Public Figure feature article COM 110 (Beginning Media Writing)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students conduct background research and interviews to write a feature article about a public figure at WWU. 21 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	71% of students achieved 70% or better.
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

Digital Filmmaking

Objective 1	Create emotion through the use of lighting and camera techniques, and visual and audio imagery
Methods	Silent Film Project COM 232 (Digital Production II)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students produce a minimum 6-minute silent film project, conveying a narrative story without dialogue. No students were enrolled this year.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.

Results/Outcomes	No results because no students were enrolled.
Proposed changes to the assessment process	N/A this year.
Budget needs related to the objective?	None.

Objective 2	Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.
Methods	Final short film in COM 432 (Digital Production IV)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students create a 12-minute narrative film, including pre-production, production and post-production. Students present it to the class. 3 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	100% of students achieved 70% or better.
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

Leadership

Objective 1	Demonstrate proficient analysis of leadership styles
Methods	Film/Consulting Project in COM 215 (Small Group Leadership)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students act as outside consultants by assessing the interactions of the jury in the film <i>12 Angry Men</i> . Students collect data, create charts and graphs, assess the data, and write a report outlining their findings. 20 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	90% of students achieved 70% or better.
Proposed changes	No changes need to be made.

to the assessment process	
Budget needs related to the objective?	None.

Objective 2	Explain major leadership theories as they apply to a variety of settings
Methods	Final Exam in COM 334 (Visionary Leadership)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	<p>The final exam in COM 334 consisted of essay questions covering various leadership styles and deconstructing critical leadership.</p> <p>5 students were assessed.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	60% of students achieved 70%.
Proposed changes to the assessment process	Proposed change: Assess progress of each unit more frequently, for instance, a once-a-week quiz to be sure students are retaining key concepts.
Budget needs related to the objective?	None.

Public Relations

Objective 1	Identify the relationship between the media and the business world
Methods	PR Response Paper COM 190 (Intro to Mass Media)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	<p>Students write a paper comparing and contrasting current successful and unsuccessful PR strategies and research alternative techniques evaluating each on best practices as studied in class.</p> <p>21 students assessed</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment
Results/Outcomes	95% of students achieved a 70%
Proposed changes	No changes need to be made

to the assessment process	
Budget needs related to the objective?	None
Objective 2	Identify key strategies in developing and maintaining the public image of a business.
Methods	Buyer Persona Project in COM 337 (Interactive Web Communication)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students create buyer personas for each type of audience to be reached for their specific PR/journalism beat. 21 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	95% achieved 70% or better.
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

Analysis of Assessment:

- We have noticed the trend in the assessments of M2 and M3 show that freshmen and sophomores do better on the whole than juniors and seniors. We believe this is due to the freshness of the material in lower level courses and the upperclassmen's tendency to take the assessment less seriously. We will continue to work on the rubric and prompt.
- As is evidenced above, we use a combination of coursework and performance assessment activities to assess how well the program is doing. We use comprehensive and final projects that are meant to highlight what should be peak knowledge from students in a given course. Portfolio reviews during performance assessment days are designed to allow students to talk about and show their progress from year to year.
- There is concern that some of our assessment procedures gather information from a small data pool. We may need to adjust how some benchmarks are evaluated and find ways to continuously assess student outcomes throughout the semester when faced with a small data pool.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

- As is evidenced above, we use a combination of coursework and performance assessment activities to assess how well the program is doing. We use comprehensive and final projects that are meant to highlight what should be peak knowledge from students in a given course. Portfolio reviews

during performance assessment days are designed to allow students to talk about and show their progress from year to year.

- During assessment day our students engage in several activities. These include: A presentation to the communication faculty, and outside communication professionals. Students are also presented with two case studies for which they provide a written response. We feel that this method of assessment has worked really well with our program and, with continuing adjustments, can be strengthened.

Program Changes Based on Assessment:

- The new structures of concentrations and overall changes in the major have proved to be successful in raising enrollment and engagement of the students.
- We added a question to the portfolio review evaluation form to better assess M4.

General Education Assessment:

- **Communication:** The communication program is, along with English composition, foundational to the communication general education courses.
- **Mathematics:** All communication concentrations require research and interpretation of data in news articles (COM 110), documentary scriptwriting (COM 332), leadership behavior and content analyses (COM 210), delineation of buyer personas (COM 337).
- **Critical Thinking:** Principles of logic are used in persuasive public speaking (COM 101), logic and persuasion (COM 220), and argument and debate (COM 209).
- **Meaning:** An analysis of texts is practiced in digital film courses (COM 132, 232, 332, 432), journalism and broadcast classes (COM 110, COM 335, COM 383), analyzing interpretive theory (COM 320) and production and mass media survey classes (COM 150, COM 190)
- **Ethical reasoning:** Ethics are taught in every class, from survey to senior capstone. In particular are the ethics of public speaking (COM 101), ethical reasoning (COM 220) and ethics in sexuality (COM 250).
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- **Diversity:** Communication concentrations explore a variety of traditions and values of a variety of cultures in Gender Communication (COM 213), Visionary Leadership and Small Group Leadership (COM 334, COM 215), Interpersonal Communication (COM 203), Beginning Media Writing (COM 215), Public Affairs Reporting (COM 335), etc.

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- Their portfolios consist of artifacts showcasing the work they've done the past year and a discussion of how each of the 3-5 artifacts has challenged and strengthened them. They are required to dress as if for an interview.
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- The data and outcomes often reinforce what we already know about each student but also give us insight into how we might address their deficits.
- Changes: We need to evaluate our prompts for the written portion of assessment days in order to better meet the M2 and M3 rubrics.
- Successes include a high compliance rate, students improve with each portfolio presentation, and we get positive feedback from outside reviewers about the professionalism of our students and about the process itself, in addition to feedback from reviewers regarding possible employment opportunities for our students.

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Our senior capstone project presents during finals week and not on senior achievement days because it lasts two hours. The students choose an issue around which they produce a LEAD event, a community event, a print piece, and a video. The project is designed to draw on the whole of their communication courses. There is no program assessment associated with the capstone project. No changes will be made.

Service Learning Activities:

Service learning activities include the senior capstone class's community event and the radio broadcasting class, which engages with community (and the world with live streaming).

Program Sponsored LEAD Events:

Anthony Cavaiani hosted a LEAD event with Com 334: Bridging the gap between Greeks and Independents.

Tony hosted five LEAD events: *Oculus* and *National Lampoon's Christmas Vacation*, *Big Hero 6*, First Flight Film Festival, and the Senior Seminar Lead Event.

Student Accomplishments:

Lindsey Cornelius interned with Callaway Bank in Fall 2014

Kelly Suntrup interned with Cumulus Radio in Fall 2014

Alé Martinez interned with a wakeboard company in Spring 2015

Lindsey Cornelius interned with Missouri Department of Public Safety

Kelly Suntrup accepted an internship with a Fox News affiliate in St. Louis, MO

Paige Stewart worked on marketing materials for CASA and the United Way
Kristen Bauer began an internship with Word Marketing in Columbia, MO

Faculty Accomplishments:

Anthony Cavaiani presented a paper, *Reconstructing the American City: Urban Spaces and Consumptive Rhetoric*, sponsored by the Urban Communication Foundation and the National Communication Association.

Anthony Cavaiani presented a paper, *Disciplined Spaces: Detroit's Public Memory of Sport*, sponsored by the Visual Communication Division of the National Communication Association.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Lincoln Purvis works for Callaway Bank as media producer.

Scott Barker accepted a job with the NAIA National Office in Kansas City, MO

Shay Jasper works for Lucky's Market in Columbia, Mo., as social media specialist.

Amy Gibson is admissions representative for WWU in Kansas City.

Alé Martinez works as a marketing assistant at Grand Del Mar hotel and resort in San Diego, CA

Paige Stewart works as a production assistant at Chimeric Studios in Columbia, MO

Lindsey Cornelius works for Word Marketing in Columbia, MO

Communication Arts Students

Program Assessment Days/Portfolio Reviews

March 3 and 4, 2015

GENERAL SCHEDULE

ALL EVENTS ARE MANDATORY

Tuesday, March 3

8:00 am to 5:00 pm	KAC 206	Portfolio Reviews
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- Returning Communication Majors will give portfolio presentations in individual 15-minute sessions
- New/Transfer Communication Majors will observe portfolio presentations

Wednesday, March 4

1:00 pm to 3:00 pm	KAC 206	All Communication Majors
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- Participate in a written assessment—bring a pen

Program Assessment Days/Portfolio Reviews

March 3, 2015 – Day 1

NEW COMMUNICATION MAJORS

- You are assigned a 45-minute block of time to observe your peers as they present their portfolios
 - No preparation is necessary.
 - You will observe 3 to 4 presentations.
 - Watching your peers present will give you a good idea of what will be expected of you next year and will help you prepare.
- Dress and act professionally – this means business attire for men and women (no stiletto heels, no plunging necklines, no short skirts).
- Please do not enter the room when the door is closed. You should wait in the hall and a faculty member will let you know when to come in and where to sit.

Other Activities You May Attend:

Tuesday, March 3, 2015

12:00:00 PM - Advice and a Slice - Join Career Services for a slice of pizza and some advice about job searching. Learn the ins and outs of searching for a job in this day and age.

Burton 006

Dittmer, Amy - **1 point(s)**

Tuesday, March 3, 2015

3:00:00 PM - Are YOU the Total Package? - Are YOU the total package that employers are looking for? Come and learn about your personal brand and how to market yourself to potential employers.

Library Auditorium

Dittmer, Amy - **1 point(s)**

Wednesday, March 4, 2015

10:00:00 AM - Dress for Success - Do you like to pin? Is Pinterest your favorite pastime? Come and join Career Services to learn all about how to dress for success with a little pinning twist.

Library Auditorium

Dittmer, Amy - **1 point(s)**

Wednesday, March 4, 2015

2:00:00 PM - OMG! (Oh My, Grad school!) - OMG! Are you prepared for applying for graduate schools? Come and learn some grad school enrollment prep, tips, and resources.

Burton 100

Dittmer, Amy - **1 point(s)**

Assessment Rubric
Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input type="checkbox"/> Need to add a matrix for the concentration objectives.
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/> Diverse measures for assessment are used.
Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/> Modification to the assessment is proposed, what about any changes to curriculum?

	<p>prior actions to improve student learning.</p> <p><input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.</p>	<p>gaps in student learning are recognized.</p>			
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<p><input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</p> <p><input type="checkbox"/> Includes input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p>	<p><input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results.</p> <p><input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.</p>	<p><input type="checkbox"/> Some program faculty receive annual assessment results</p> <p><input type="checkbox"/> Faculty input about results is sought</p>	<p><input type="checkbox"/> Faculty input is not sought.</p> <p><input type="checkbox"/> Conclusions about student learning are not identified.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	<p><input type="checkbox"/> Use a variety of courses that incorporates several faculty.</p>
Actions to	<input type="checkbox"/> A	<input type="checkbox"/> Description of	<input type="checkbox"/> Adjustments to	<input type="checkbox"/> No actions	<input type="checkbox"/> No

Improve Learning and Assessment	comprehensive understanding of the program's assessment plan and suggestions for improvement. <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.	the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.	the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	adjustments to curriculum are suggested.
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Additional Comments:

Several objectives stated that the case study should better reflect what is assessed in the rubric, who is responsible for modifying the case study and by when will it be completed? The gaps in meeting the benchmark are discussed with changing the prompt? If it is the juniors and seniors missing the benchmark and the discussion focusing on the fact that juniors and seniors have not covered the material since their freshman year, would it be more appropriate to incorporate more case studies in upper level courses?

Annual Assessment Report

Communication BA BS

2013-2014

Aimee Sapp, Melissa Alpers-Springer, Tony Weed, Katie Speer

Program Mission: The communication program at William Woods University emphasizes a broad-based foundation in communication studies, complemented by a student-selected concentration in public relations, digital film-making, journalism, broadcasting or speech, to ensure that you are well-educated in all issues and practices of the field.

Annual Assessment Report

Program Profile

	2012-2013	2013-2014
Majors	48	43
Minors	40	39
Concentrations: Leadership	13	9
Concentration: Digital Film	7	3
Concentration: Public Relations	24	21
Concentration: Journalism	8	5
Concentration: Broadcasting	6	
Concentration: Speech Communication	1	NA
Full Time Faculty	3	3
Part Time Faculty	2	2

Our numbers differ from the "official" ones based on how students self-identify for performance assessment days. Our numbers are: Leadership 11, Digital Film 5, Public Relations 22, Journalism 6, Broadcasting 3.

Program Delivery (HLC 3A3)

Traditional on-campus

Online Program

Evening Cohort

Analysis: Program goals for student retention, persistence and degree completion are? How does the program see the current enrollments trends within the program, could they be improved?

- Faculty stability in the digital film concentration has led to more consistency in retention and persistence. We anticipate that degree completion will follow. We anticipate that combining journalism and broadcast concentrations will better meet the changes in the profession which should lead to increased enrollment, retention, persistence, and degree completion.

Outside Accreditation:

Is your program accredited by outside accreditor? If "yes", name the accrediting agency and include the cycle for accreditation review.

Is accreditation available for your program? There are no accreditation programs that encompass the broad range our communication concentrations cover.

Are you making strides to attain accreditation? If no, why not? No.

Program Objectives:

Objective 1. Integrate theory into applied skills in a variety of communication settings.

Objective 2. Identify the impact and responsibilities associated with a variety of communication behaviors

Objective 3. Critically evaluate messages through analytical approaches.

Objective 4. Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

Concentration: Broadcasting

Objective 1. Develop mass communicated messages with accuracy and precision.

Objective 2. Apply information gathering techniques

Concentration: Digital Filmmaking

Objective 1. Create emotion through the use of lighting and camera techniques, and visual and audio imagery.

Objective 2. Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.

Concentration: Journalism

Objective 1. Write with accuracy and precision

Objective 2. Apply information-gathering techniques.

Concentration: Leadership

Objective 1. Demonstrate proficient analysis of leadership styles

Objective 2. Explain major leadership theories as they apply to a variety of settings.

Concentration: Public Relations

Objective 1. Identify the relationship between the media and the business world.

Objective 2. Identify key strategies in developing and maintaining the public image of a business.

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Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4
COM101	I	I	I	I
COM150	I	I	I	I
COM190	I	I	I	I
COM320	A	M	M	M
COM330	M	M	M	M
COM499	M	M	M	M

I=Introduced

R= Reinforced

M=Mastered

A=Assessed

Concentration: Broadcasting

	Objective 1	Objective 2
COM110	I	A
COM132	R	I
COM373	A	R
COM383	M	M

Concentration: Digital Filmmaking

	Objective 1	Objective 2
COM 132	I	I
COM232	A	R
COM332	R	M
COM432	M	A

Concentration: Journalism

	Objective 1	Objective 2
COM110	A	A
COM315	M	M
COM335	M	M
COM337	R	R

Concentration: Leadership

	Objective 1	Objective 2
COM203	R	R

COM215	A	R
COM220	R	R
COM334	M	A

Concentration: Public Relations

	Objective 1	Objective 2
BUS328	M	M
COM110	I	I
COM215	R	R
COM337	R	A

Assessment of Program Objectives

Objective 1	Integrate theory into applied skills in a variety of communication settings.
Methods	Final Exam in COM 320 (Communication Theory). This exam covers Program Objective M1.
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	The COM 320 final is a comprehensive exam that covers the application of theory to practice. 14 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A
Results/Outcomes	12 out of 14 (86%) achieved 70% or better.
Proposed changes to the assessment process	The assessment works as is.
Budget needs	No.

related to the objective?	
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Objective 2	Identify the impact and responsibilities associated with a variety of communication behaviors.
Methods	Case study with written response during portfolio assessment day.
Benchmark	<ul style="list-style-type: none"> • Freshman: 50% achieve 50% • Sophomores: 60% achieve 60% • Juniors: 70% achieve 70% • Seniors: 80% achieve 80%
Data Collected (course specific)	N/A
Data Collected (Assessment Day, external tests, Senior Achievement)	Communication students are provided with a series of prompts in regards to an article dealing with a moral/ethical dilemma in the media. 36 students were assessed. See attached rubric.
Results/Outcomes	<ul style="list-style-type: none"> • Freshman: 71% achieved 50% • Sophomores: 42% achieved 60% • Juniors: 57% achieved over 70% • Seniors: 78% achieved over 80%
Proposed changes to the assessment process	The prompt should be reworded so that it solicits more accurate responses.
Budget needs related to the objective?	No.

Objective 3	Critically evaluate messages through analytical approaches.
Methods	Analysis exercise on portfolio/performance assessment day.

Benchmark	<ul style="list-style-type: none"> • Freshman: 50% achieve 50% • Sophomores: 60% achieve 60% • Juniors: 70% achieve 70% • Seniors: 80% achieve 80%
Data Collected (course specific)	N/A
Data Collected (Assessment Day, external tests, Senior Achievement)	Students are provided with a visual media message, and a series of prompts asking the student to evaluate the message. 36 students were assessed. See attached rubric.
Results/Outcomes	<ul style="list-style-type: none"> • Freshman: 100% achieved over 50% • Sophomores: 62% achieved over 60% • Juniors: 85% achieved over 70% • Seniors: 78% achieved over 80%
Proposed changes to the assessment process	The prompt should be reworded so that it solicits more accurate responses.
Budget needs related to the objective?	No.

Objective 4	Use knowledge and information from the communication discipline to effectively communicate a persuasive message.
Methods	COM 220 (Logic and Persuasion) editorial analysis COM 209 (Argument and Debate) argument essay
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	The editorial analysis and argument essays are designed to identify an argument, recognize reasoning fallacies, and make a well-reasoned and supported argument. 25 students were assessed.
Data Collected (Assessment Day, external tests,	N/A

Senior Achievement)	
Results/Outcomes	100% (25) students achieved 70% or better.
Proposed changes to the assessment process	We need to use data from performance assessment days rather than from courses, since the portfolio reviews are required of majors and these classes are not. We will make the changes in the August assessment plan.
Budget needs related to the objective?	No.

Concentration: Broadcasting

Objective 1	Develop mass communicated messages with accuracy and precision
Methods	Final News Package in COM 373
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	COM 373 is taught Spring Odd in the course rotation.
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A
Results/Outcomes	N/A
Proposed changes to the assessment process	N/A
Budget needs related to the objective?	We anticipate the need for related equipment, e.g., a second broadcast camera and software for the teleprompters and broadcast production scripts.

Objective 2	Apply information gathering techniques
Methods	Public Figure feature article COM 110 (Beginning Media Writing)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	The public figure feature article requires extensive research, in-person interviews, and source attribution. 12 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A
Results/Outcomes	11 students out of 12 (92%) achieved 70% or better.
Proposed changes to the assessment process	None at this time.
Budget needs related to the objective?	No.

Concentration: Digital Filmmaking

Objective 1	Create emotion through the use of lighting and camera techniques, and visual and audio imagery
Methods	Silent Film Project COM 232 (Digital Production II)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students are required to write, produce, film and edit a 6-minute silent scene. Without using dialogue students must convey emotion through cinematography, lighting, color, editing, and sound design.
Data Collected (Assessment Day, external tests, Senior	N/A

Achievement)	
Results/Outcomes	100% of students achieved 70% out of 5 students assessed
Proposed changes to the assessment process	None at this time.
Budget needs related to the objective?	No.

Objective 2	Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.
Methods	Final short film in COM 432 (Digital Production IV)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students are required to write, produce, film, and edit a 12-minute short film. 3 students were assessed. (Last taught Spring 2013)
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A
Results/Outcomes	100% of students achieved 70%
Proposed changes to the assessment process	None at this time.
Budget needs related to the objective?	No.

Concentration: Journalism

Objective 1	Write with accuracy and precision
Methods	Media Convergence Project COM 110 (Beginning Media Writing)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	The media convergence project requires students to revise an article to fit print, web, TV/radio, and news release formats. 12 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A
Results/Outcomes	11 out of 12 (92%) achieved 70% or better.
Proposed changes to the assessment process	None at this time.
Budget needs related to the objective?	No.

Objective 2	Apply information gathering techniques
Methods	Public Figure Feature COM 110 (Beginning Media Writing)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	The public figure feature article requires extensive research, in-person interviews, and source attribution. 12 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A

external tests, Senior Achievement)	
Results/Outcomes	11 students out of 12 (92%) achieved 70% or better.
Proposed changes to the assessment process	None at this time.
Budget needs related to the objective?	No.

Concentration: Leadership

Objective 1	Demonstrate proficient analysis of leadership styles
Methods	Film/Consulting Project in COM 215 (Small Group Leadership)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	The film/consulting project requires students to analyze group behaviors for content and function. 20 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A
Results/Outcomes	16 out of 20 (89%) achieved 70% or better.
Proposed changes to the assessment process	None at this time.
Budget needs related to the objective?	No.

Objective 2	Explain major leadership theories as they apply to a variety of settings
Methods	Final Exam in COM 334 (Visionary Leadership)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Comprehensive exam that covers the major leadership theories and includes case studies and historical figures. 7 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A
Results/Outcomes	6 students (85%) achieved 70% or better.
Proposed changes to the assessment process	None at this time.
Budget needs related to the objective?	No.

Concentration: Public Relations

Objective 1	Identify the relationship between the media and the business world
Methods	PR Response – COM 190 (Introduction to Mass Media)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students are instructed to research two PR campaigns, one successful and one unsuccessful campaign. Students write a short 3-page paper comparing the two cases, and offer a solution for the unsuccessful campaign. 13 students were assessed.
Data Collected	N/A

(Assessment Day, external tests, Senior Achievement)	
Results/Outcomes	84% of students achieved 70% out of 13 students assessed
Proposed changes to the assessment process	None at this time.
Budget needs related to the objective?	No.

Objective 2	To demonstrate practical skills in developing and maintaining the public image of a business.
Methods	Buyer Personas in COM 337 (Interactive Web Communication)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students are required to break down their selected WWU area (such as the art department) into distinct audiences and create a representative biography for each and then researching each audience's media habits. 10 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	N/A
Results/Outcomes	10 out of 10 (100%) achieved 70% or better.
Proposed changes to the assessment process	None at this time.

Budget needs related to the objective?	No.
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Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Analysis of Assessment:

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/ achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1).

- We have noticed the trend in the assessments of M2 and M3 show that freshmen and sophomores do better on the whole than juniors and seniors. We believe this is due to the freshness of the material in lower level courses and the upperclassmen's tendency to take the assessment less seriously. We will continue to work on the rubric and prompt.
- We will add a measurement and benchmark that ties the portfolio review to program objective M4.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

- As is evidenced above, we use a combination of coursework and performance assessment activities to assess how well the program is doing. We use comprehensive and final projects that are meant to highlight what should be peak knowledge from students in a given course. Portfolio reviews during performance assessment days are designed to allow students to talk about and show their progress from year to year.
- We added a question on the portfolio review evaluation to reflect a student's progress within their chosen concentration(s). We will revise it and add the data to next year's annual assessment.
- Tony and Melissa met prior to performance assessment days to revise the presentation requirements. We revised the packet students receive to prepare for portfolio reviews: we added an elevator pitch and revised the outline of elements students need to address when discussing their portfolios. We also standardized the requirements for portfolios across concentrations. These changes were successful, as evidenced by feedback from outside reviewers and from students.

Program Changes Based on Assessment:

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected. Changes can be: course rotation, assessment activities, and assignment changes...

Also indicate changes you made to the program outside of data collection and why. How did those changes impact the student results?

- We looked at the low numbers in journalism and broadcasting and made changes that will make them more in keeping with the changes in the field. In an August meeting, we combined the journalism and broadcasting concentrations; these changes will go into effect in August 2014.
- At the same meeting, we dropped the BA and BFA and, in order to make the BS a skills-based professions-oriented program, we beefed up each concentration, raising the required courses from 12 to 21.
- We also changed the course rotation to meet the changes in concentrations.
- We will change the assessment piece for M4.

General Education Assessment:

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1)

The communication program builds upon the skills learned in general education courses as follows:

- Communication: The communication program is, along with English composition, foundational to the communication general education courses.
- Mathematics: All communication concentrations require research and interpretation of data in news articles (COM 110), documentary scriptwriting (COM 332), leadership behavior and content analyses (COM 210), delineation of buyer personas (COM 337).
- Critical Thinking: Principles of logic are used in persuasive public speaking (COM 101), logic and persuasion (COM 220), and argument and debate (COM 209).
- Meaning: An analysis of texts is practiced in digital film courses (COM 132, 232, 332, 432), journalism and broadcast classes (COM 110, COM 335, COM 383), and production and mass media survey classes (COM 150, COM 190)
- Ethical reasoning: Ethics are taught in every class, from survey to senior capstone. In particular are the ethics of public speaking (COM 101) and ethics in sexuality (COM 250).
- Historical Perspective: Intro to Mass Media (COM 190) looks at the history of media. Digital production classes (COM 132, 232, 332, 432) look at the history of film production and techniques.
- Fine Arts: The online and print components of journalism (COM 110, COM 337) emphasize the visual aesthetics of posting articles and blogs and magazine layout. Film and broadcasting work with framing, light balance, line, texture, shape, etc.
- Natural Science: Film and broadcasting courses discuss and analyze the use of light and sound. Small group leadership (COM 215) analyzes data collected in the film/consulting project.

• Social Sciences: Human relationships are at the heart of every communication concentration. For example, Gender Communication (COM 213), Visionary Leadership and Small Group Leadership (COM 334, COM 215), Interpersonal Communication (COM 203)

• Diversity: Communication concentrations explore a variety of traditions and values of a variety of cultures in Gender Communication (COM 213), Visionary Leadership and Small Group Leadership (COM 334, COM 215), Interpersonal Communication (COM 203), Beginning Media Writing (COM 215), Public Affairs Reporting (COM 335), etc.

Program Activities:

Student Performance Day Activities (Assessment Day):

Describe the department assessment day activities. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

- The first day of performance assessment is devoted to sophomore, junior, and senior students presenting their portfolios to a panel of faculty and outside reviewers. See attached packet.
 - Their portfolios consist of artifacts showcasing the work they've done the past year and a discussion of how each of the 3-5 artifacts has challenged and strengthened them. They are required to dress as if for an interview.
 - Freshmen and transfers are assigned 45-minute observation times so they can see how portfolio reviews should go.
 - The scores from the panelists are tabulated and the comments compiled; this data is given back to the student in April.
- The second day of performance assessment tests the students' ability to apply concepts learned in communication courses to a case study and an ad. See attached prompts and rubric.
- The data and outcomes often reinforce what we already know about each student but also give us insight into how we might address their deficits.
- Changes:
 - In response to wildly different portfolio styles and panelists' comments about uniformity, we standardized the requirements for both the portfolios and students' presentation. This has reduced student anxiety and made the experience smoother for panelists.
 - We also discovered many students don't know how to dress for an interview.
 - We see that freshmen and sophomores often score better on the case study/ad exercise because they have just had the material in survey courses. We need to be sure to hit those concepts in upper level classes.
- Successes include a high compliance rate, students improve with each portfolio presentation, and we get positive feedback from outside reviewers about the professionalism of our students and about the process itself.

Senior Achievement Day Presentations:

Describe program Senior Achievement Day activities? What benefit does the program gain from the activities? What if any assessment of students happens on this day? What changes if any will occur due to what is learned by faculty on Senior Achievement Day's?

Our senior capstone project presents during finals week and not on senior achievement days because it lasts two hours. The students choose an issue around which they produce a LEAD event, a community event, a print piece, and a video. The project is designed to draw on the whole of their communication courses. There is no program assessment associated with the capstone project. No changes will be made.

Service Learning Activities:

How is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Service learning activities include the senior capstone class's community event and the radio broadcasting class, which engages with community (and the world with live streaming).

Program Sponsored LEAD Events:

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

LEAD events include a film festival, the senior capsone education/LEAD component, and others as they come up, such as the One Read program.

Student Accomplishments:

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

- Shay Jasper: Roots N Blues N BBQ internship in Columbia
- Rebekah Savage: equine journalism competition winner
- Alicia Delaney: Faculty Award
- Amy Gibson: McNutt Award
- Alaina Leverenz: Inside Columbia magazine internship
- Veronica Jones: Travis Fitzwater political campaign internship
- Kelly Suntrup: 93.7 The Bull radio internship
- Alé Martinez: Lake TV internship.

Faculty Accomplishments:

Highlight any faculty accomplishments that supersede the normal expectations of program faculty. (Examples: journal acceptance, presentation at a national conference, off campus art show exhibit or other community/professional honor)

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Alumni (Recent Graduates) Accomplishments (past year graduating class):

Results of Alumni survey and how well the program prepared them for their profession, this data is collected ourselves from contact with students. We can ask the alumni office to share what information they have on your graduates and then provide your own input to the data. Discuss special honors or positions earned by recent graduates of the program. This can be done on survey software, facebook, or an alternative platform that allows the information to be collected.

- Jamie Lanagan, Haley Hinze, and Sally Bohlinder are attending graduate school.
- Bailey Campanini is social media coordinator at MSW Interactive Designs in Camdenton.
- Eliza Payne completed her MBA.
- Cal Hawkins is a wedding DJ and videographer in St. Louis.
- Aaron Griffin is videographer for MC Dallas professional soccer team.
- Chris Norton is communication officer for the Missouri Highway Patrol in Rolla.
- Amy Gibson does promotions for Bott Radio in Overland Park, Kansas.
- Brooke Thibodaux is a news anchor at WKY in Bowling Green, Kentucky.

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Communication Arts Students

Program Assessment Days/Portfolio Reviews

March 4 and 5, 2014

GENERAL SCHEDULE

ALL EVENTS ARE MANDATORY

Tuesday, March 4

8:00 am to 5:00 pm	KAC 206	Portfolio Reviews
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- Returning Communication Majors will give portfolio presentations in individual 15-minute sessions
- New/Transfer Communication Majors will observe portfolio presentations

Wednesday, March 5

1:00 pm to 3:00 pm	KAC 206	All Communication Majors
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- Participate in a written assessment—bring a pen

Program Assessment Days/Portfolio Reviews

March 4, 2014—Day 1

RETURNING COMMUNICATION MAJORS

Prior to March 4

- All students will be assigned appointment times.
- **Prepare the following:**
 - Select no fewer than 3 and no more than 5 pieces that represent your best work. Be selective; sometimes more is not better.
 - If your selection(s) involves group projects, e.g., PR or film, be clear about your role, what piece of the project you did, etc.
 - Your selections should be in a one-inch black binder with sheet protectors.
 - Your selections should be organized according to style of work.
 - The first page is your résumé.
 - The second page is a table of contents.
 - A brief summary (short paragraph) should describe to the reviewers the artifact they are about to see. For audio/visual footage, a paragraph description is needed to mark the place of the presentation.
 - The artifact follows the summary.
 - DO NOT include original or “only copy” material in your portfolio.
 - **Your presentation:**
 - **“Elevator Speech” – Approximately 1 minute**
 - Think of this as the chance to say the most important things you would want to tell a potential employer in an interview. This is the time to showcase YOU.
 - Talk about your vision, your career goals, and what makes you happiest in your work.
 - Highlight some of your greatest accomplishments and why you are proudest of them.
 - **“Portfolio Artifacts” – Approximately 3 minutes**
 - Take this time to briefly discuss 3 to 5 projects you have chosen to display in your portfolio.
 - Highlight the most important parts of each project—what you enjoyed about doing them, what you learned, etc.
 - **“Wrap Up” – Approximately 1 minute**
 - Use this time to talk about the future and make a lasting impression on your reviewers.
 - Discuss your dream career, how you plan to get there, how the things you learned from each project displayed in your portfolio will help you achieve these goals.
 - Thank the reviewers for their time!

During Your Presentation

- Dress and act professionally—this means business attire for men and women (no stiletto heels, no plunging necklines, no short skirts, no jeans).
- The presentation itself:
 - Begin by presenting the panel with a copy of your portfolio and then give your presentation.
 - Faculty and guest reviewers will make general comments regarding your presentation and will ask any questions they may have.
 - Faculty will keep your portfolio after your presentation. You may pick it up in KAC 206 the week after the reviews.
 - Faculty and guest reviewers will complete written comments on the evaluation form regarding the quality of your portfolio and presentation.

After the Portfolio Review Process

- Faculty will have one week to complete any additional comments they wish to make.
- All faculty and guest reviewer comments will be combined into a single evaluation form to be kept in your file.

Evaluations should be picked up from the division office beginning April 7.

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Program Assessment Days/Portfolio Reviews

March 5, 2014—Day 1

NEW COMMUNICATION MAJORS

- You are assigned a 45-minute block of time to observe your peers as they present their portfolios
 - No preparation is necessary.
 - You will observe 3 to 4 presentations.
 - Watching your peers present will give you a good idea of what will be expected of you next year and will help you prepare.
- Dress and act professionally—this means business attire for men and women (no stiletto heels, no plunging necklines, no short skirts).
- Please do not enter the room when the door is closed. You should wait in the hall and a faculty member will let you know when to come in and where to sit.

Performance Assessment Day Case Study

When Accuracy Isn't Truth

You might put Shirley Sherrod at a crossroads in 20th century U.S. racial history. In 1965, when Sherrod was 17, her father, a black farmer in Georgia, was shot dead in a dispute over a few cows. An all-white grand jury declined to indict the white farmer suspected in the case. Sherrod recognized it was impossible to seek justice for her father's death but pledged her life to seeking broad social reforms.

After college, Sherrod became an activist for black farmers wishing to reclaim their foreclosed farms. One day in 1986 a white farmer approached Sherrod's Federation of Southern Cooperatives for help, the first white farmer to do so. Sherrod was in a position to win revenge not against her father's killer but against someone else who was white – to get even, to be racists, to be less than fully helpful. Sherrod resisted the temptation and offered the white farmer the guidance he sought to keep his farm.

From time to time Sherrod told her story about overcoming racism, encouraging other black people also to do the right thing. The story was a classic morality tale and figured into Sherrod's rising prominence in agricultural circles. In 2009 she was appointed as a federal director of rural development.

Sherrod's dramatic story of discarding racism was largely unknown to mass audiences until a white blogger, Andre Breitbart (Pronounced BRATE-bart), posted parts of one of her speeches online. Breitbart, who specialized in provoking white fearfulness of black people, had chosen segments of the speech that told of Sherrod having the opportunity to be racist.

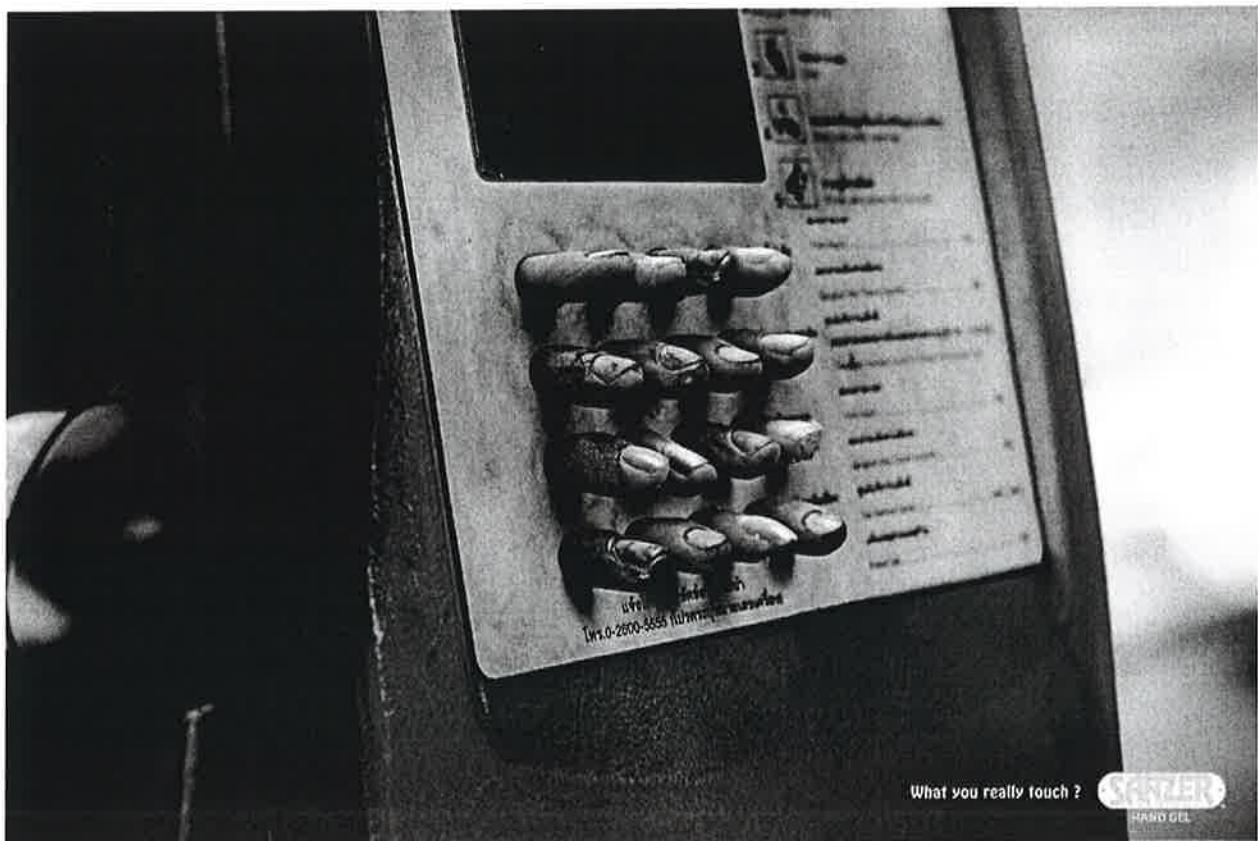
Things happened quickly. Breitbart had posted his out-of-context video excerpts about 9 a.m. The video went from his BigGovernment.com blog to YouTube. At 1:43 p.m. the Fox News site Fox Nation posted the misleading video with the headline "Obama Official Discriminates Against White Farmer." At 5:50 p.m., in taping his widely watched Fox talk show, host Bill O'Reilly presented Sherrod as a racist and demanded she resign immediately. All this occurred without anyone verifying the truthfulness of the Breitbart report.

Meanwhile, top brass at the U.S. Agriculture Department forced Sherrod to resign. Sherrod was told she was being removed quickly to pre-empt Fox from smearing USDA as racist in the next news cycle.

The next day a tape of Sherrod's entire speech became available. Finally other news agencies put together that whole story and refuted the implication of racism. The Secretary of Agriculture rescinded Sherrod's dismissal. President Barack Obama added his apologies and criticized his staff people for over-reacting to a blogger before establishing the facts. Fox first waffled that I had jumped the gun, shifting blame to the USDA for the injustice done to Sherrod. Eventually Fox apologized.

1. What are the key messages and arguments presented in the article?
2. How do the various forms of media discussed in the article affect public opinion and the political / racial debate as a whole?
3. What responsibilities does the media have, how are some of these conflicting in the proper and honest delivery of the message?

Performance Assessment Day Ad



What is the ad really trying to sell?

What visual and verbal strategies is the ad using to convey its message?

Is the ad ultimately persuasive?

Are the messages and its rhetorical means both honest and ethical?

Communication Assessment of M3 (Rough Draft)

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Insufficient (1)
Identify the basic message of the visual or verbal subject	Identifies key messages and purpose and interrelatedness	Identifies key messages	Struggles to identify key messages	Fails to identify key messages
Identify visual and verbal strategies used	Identifies strategies used and demonstrates understanding of their purpose	Identifies strategies used	Struggles to identify strategies used	Fails to identify strategies used
Identify and define persuasive components	Identifies and defines persuasive components and their effectiveness	Identifies and defines persuasive components	Struggles to identify or define persuasive components	Fails to identify or define persuasive components
Understand the message using analytical and ethical approaches	Demonstrates a clear and informed understanding of the message from both an ethical and analytical standpoint	Demonstrates an understanding of the message both ethically and analytically	Struggles to demonstrate an understanding of the message from an analytical or ethical standpoint	Fails to demonstrate an understanding of the message from an analytical or ethical standpoint

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Posted measurable program learning outcomes (objectives) <input type="checkbox"/> All outcomes are developed and include a mix of assessment measures.	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurement s are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	

Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes are assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Data are aggregated in a meaningful way that the average reader can understand. <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few	

	<p>input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p>	<p>results.</p>		<p>graduates to suggest any changes.</p>	
Actions to Improve Learning and Assessment	<p><input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement.</p> <p><input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.</p>	<p><input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement.</p> <p><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</p> <p><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</p>	<p><input type="checkbox"/> At least one action to improve learning or improve assessment is identified.</p> <p><input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data</p> <p><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.</p>	<p><input type="checkbox"/> No actions are taken to improve student learning.</p> <p><input type="checkbox"/> Actions discussed are not connected to data results or analysis.</p> <p><input type="checkbox"/> N/A</p> <p>Program recently started or too few graduates to suggest any changes.</p>	<p><input type="checkbox"/> Modifications are discussed but not assigned to specific members of the program.</p>

Additional Comments:

If the numbers differ from the ones that were provided, I would recommend looking at the names in the concentrations and identify who is missing. The numbers I sent were directly from jenzabar database and so there might be a coding issue and the student is coded in the wrong area. Something to investigate.

For Objective 2, look at the results from the previous year assessment and see if student success/percentages were comparable, it might not be the prompt that needs to be reworked, but it might be something that needs to be more embedded in the curriculum. Depending on how many of these exercises you ask students to do in your regular coursework, it might improve student success if this type of skill was throughout your curriculum. It might but, I don't know, just a thought. My comments are the same with the results from Objective 3, it might not be the prompt?

Objective 4 lists 2 courses as contributing evidence, but only the Com 220 provided the documentation. A plan of data management needs to be discussed so that all faculty are aware of what their courses are responsible for providing on assessment data. You can use course data on this objective, and then validate the data with the portfolio components. The best assessment has 2 sets of data with one internal and one external. Using the portfolios to support course data would provide a stronger assessment.

For the assessment that is every other year, is there anything in the portfolios that could be used?? It is ok if the objective is assessed only on odd years as long as it is noted in the report, and you did that.

A few of the objective are assessed in 100 level courses. That is a great starting place, but it would also be great to have an upper level course that showed the improvement of student writing.

There has been improvement in the development of the assessment of the program. I appreciate the work that has been involved in this report. The report would be much stronger if there were a minimum of 2 measures for each objective. It is even ok if the program phases in using multiple measures over the next few years. The changes that the program already made will make a big difference in the next academic year for assessment as well as streamlining the program so that it is truly identified as a skills based/professions oriented program.

Thank you for the documentation for the general education support through the program. The articulating of courses is helpful, even when the identified course is not also a general education course, but truly an upper level course that depends on the skills being taught in general education courses.

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Thank you for including the assessment day packets that students receive.

