

**FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.**

## Question 1: Program Learning Outcomes

**Q1.1.** Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015?** [Check all that apply]

- ☐ 1. Critical thinking
- ☐ 2. Information literacy
- ☒ 3. Written communication
- ☐ 4. Oral communication
- ☐ 5. Quantitative literacy
- ☐ 6. Inquiry and analysis
- ☐ 7. Creative thinking
- ☐ 8. Reading
- ☐ 9. Team work
- ☐ 10. Problem solving
- ☐ 11. Civic knowledge and engagement
- ☐ 12. Intercultural knowledge and competency
- ☐ 13. Ethical reasoning
- ☐ 14. Foundations and skills for lifelong learning
- ☐ 15. Global learning
- ☐ 16. Integrative and applied learning
- ☐ 17. Overall competencies for GE Knowledge
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:

a.  
b.  
c.

**Q1.3.** Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.4.** Is your program externally accredited (other than through WASC)?

- ☐ 1. Yes
- ☒ 2. No (Go to **Q1.5**)
- ☐ 3. Don't know (Go to **Q1.5**)

**Q1.4.1.** If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.5.** Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- ☐ 1. Yes
- ☐ 2. No, but I know what the DQP is.
- ☒ 3. No, I don't know what the DQP is.
- ☐ 4. Don't know

**Q1.6.** Did you use action verbs to make each PLO measurable (See Attachment I)?

- ☒ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

**Q1.2.** Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

The three major learning outcomes are the same across all Department programs, and align with the University's Baccalaureate Learning Goals. For Written Communication PLO:

1. Students will **demonstrate** communication effectively in written form (BLG: Competence in the Discipline).
2. Students will **criticize information** when constructing and consuming written messages (BLG: Intellectual and Practical Skills).
3. Students will **summarize** program principles in written communication (BLG: Integrative Learning).

**Q1.2.1.** Do you have rubrics for your PLOs?

- ☐ 1. Yes, for all PLOs  
☒ 2. Yes, but for some PLOs  
☐ 3. No rubrics for PLOs  
☐ 4. N/A, other (please specify):

*IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015*

## Question 2: Standard of Performance for the selected PLO

**Q2.1.** Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

Written Communication

**Q2.2.** Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know  
☐ 4. N/A

**Q2.3.** Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

See the rubric in Attachment II.

Standards of performance and expectations: We expect students to have scores of at least 3.0 in all areas of the AAC&U's VALUES Written Communication at the time of graduation.

**Q2.4.** Please indicate the category in which the selected PLO falls into.

- ☐ 1. Critical thinking
- ☐ 2. Information literacy
- ☒ 3. Written communication
- ☐ 4. Oral communication
- ☐ 5. Quantitative literacy
- ☐ 6. Inquiry and analysis
- ☐ 7. Creative thinking
- ☐ 8. Reading
- ☐ 9. Team work
- ☐ 10. Problem solving
- ☐ 11. Civic knowledge and engagement
- ☐ 12. Intercultural knowledge and competency
- ☐ 13. Ethical reasoning
- ☐ 14. Foundations and skills for lifelong learning
- ☐ 15. Global learning
- ☐ 16. Integrative and applied learning
- ☐ 17. Overall competencies for GE Knowledge
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. Other PLO. Specify:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	PLO	Standards of Performance	Rubrics
1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input type="checkbox"/>
2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
3. In the student handbook/advising handbook	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
4. In the university catalogue	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
5. On the academic unit website or in newsletters	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input type="checkbox"/>
6. In the assessment or program review reports, plans, resources or activities	1. <input checked="" type="checkbox"/>	2. <input checked="" type="checkbox"/>	3. <input checked="" type="checkbox"/>
7. In new course proposal forms in the department/college/university	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
8. In the department/college/university's strategic plans and other planning documents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
9. In the department/college/university's budget plans and other resource allocation documents	1. <input type="checkbox"/>	2. <input type="checkbox"/>	3. <input type="checkbox"/>
10. Other, specify:			

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.** Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- ☒ 1. Yes
- ☐ 2. No (Skip to **Q6**)
- ☐ 3. Don't know (Skip to **Q6**)
- ☐ 4. N/A (Skip to **Q6**)

**Q3.2.** If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- ☒ 1. Yes
- ☐ 2. No (Skip to **Q6**)
- ☐ 3. Don't know (Skip to **Q6**)
- ☐ 4. N/A (Skip to **Q6**)

<p><b>Q3.1A.</b> How many assessment tools/methods/measures <b>in total</b> did you use to assess this PLO?</p> <p>1</p>	<p><b>Q3.2A</b> Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? <b>[Word limit: 300]</b></p> <p>The VALUE Written Communication rubric was used in order to directly assess 35 student papers from six different senior seminars and upper division electives (Coms 167-Systems and Theories of Rhetoric; Coms 180-Senior Seminar in Organizational Communication; Coms 181- Senior Seminar in Small Group Communication; Coms 183- Senior Seminar in Mass Communication; Coms 187-Issue Management and Case Studies in Public Relations; and Jour 136-Public Affairs Reporting). Each instructor randomly selected five student papers (10 for Journalism) to assess and rated them using the rubric.</p>		
<p><b>Q3A: Direct Measures (key assignments, projects, portfolios)</b></p>			
<p><b>Q3.3.</b> Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No (Go to <b>Q3.7</b>)</p> <p><input type="checkbox"/> 3. Don't know (Go to <b>Q3.7</b>)</p>		<p><b>Q3.3.1.</b> Which of the following direct measures were used? <b>[Check all that apply]</b></p> <p><input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences</p> <p><input checked="" type="checkbox"/> 2. Key assignments from required classes in the program</p> <p><input checked="" type="checkbox"/> 3. Key assignments from elective classes</p> <p><input type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques</p> <p><input type="checkbox"/> 5. External performance assessments such as internships or other community based projects</p> <p><input type="checkbox"/> 6. E-Portfolios</p> <p><input type="checkbox"/> 7. Other portfolios</p> <p><input type="checkbox"/> 8. Other measure. Specify:</p>	
<p><b>Q3.3.2.</b> Please attach the direct measure you used to collect data.</p> <p>Written reports for key assignments in senior seminars and elective upper division ComS and Journalism classes (see sample in Attachment IV). The assignments themselves varied between classes, but generally represent the final written assignment for students in senior seminars and upper division electives.</p>			
<p><b>Q3.4.</b> How was the data evaluated? <b>[Select only one]</b></p> <p><input type="checkbox"/> 1. <b>No</b> rubric is used to interpret the evidence (Go to <b>Q3.4.3</b>)</p> <p><input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class</p> <p><input type="checkbox"/> 3. Used rubric developed/modified by a group of faculty</p> <p><input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty</p> <p><input checked="" type="checkbox"/> 5. The VALUE rubric(s)</p> <p><input type="checkbox"/> 6. Modified VALUE rubric(s)</p> <p><input type="checkbox"/> 7. Used other means. Specify: AAC&amp;U VALUES rubrics + multiple-choice exams + rubrics pilot-tested and modified by a group of faculty</p>			
<p><b>Q3.4.1.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p><b>Q3.4.2.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	<p><b>Q3.4.3.</b> Was the rubric aligned directly and explicitly with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p> <p><input type="checkbox"/> 4. N/A</p>	
<p><b>Q3.5.</b> How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>5</p>		<p><b>Q3.5.1.</b> If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? N/A</p> <p><input type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p>	

		<input type="checkbox"/> 3. Don't know
<b>Q3.6.</b> How did you <b>select</b> the sample of student work [papers, projects, portfolios, etc.]?  Randomly selected 5 student papers (10 from Journalism) from within each of the 6 classes.	<b>Q3.6.1.</b> How did you <b>decide</b> how many samples of student work to review?  The faculty came to a <i>consensus</i> for a reasonable number of written projects to be assessed.	
<b>Q3.6.2.</b> How many students were in the class or program?  Each senior seminar/upper division ComS class generally has a maximum of 25 students.	<b>Q3.6.3.</b> How many samples of student work did you evaluate?  35	<b>Q3.6.4.</b> Was the sample size of student work for the direct measure adequate? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
<b>Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)</b>		
<b>Q3.7.</b> Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Skip to <b>Q3.8</b> )	<b>Q3.7.1.</b> Which of the following indirect measures were used? <b>[Check all that apply]</b> <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:	
<b>Q3.7.2</b> If surveys were used, how was the sample size decided?		
<b>Q3.7.3.</b> If surveys were used, briefly specify how you selected your sample.	<b>Q3.7.4.</b> If surveys were used, what was the response rate?	
<b>Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)</b>		
<b>Q3.8.</b> Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to <b>Q3.8.2</b> )	<b>Q3.8.1.</b> Which of the following measures was used? <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:	
<b>Q3.8.2.</b> Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to <b>Q3.9</b> ) <input type="checkbox"/> 3. Don't know (Go to <b>Q3.9</b> )	<b>Q3.8.3.</b> If other measures were used, please specify:	

### Q3D: Alignment and Quality

**Q3.9.** Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

**Q3.9.1.** Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

- ☒ 1. Yes  
☐ 2. No  
☐ 3. Don't know

### Question 4: Data, Findings and Conclusions

**Q4.1.** Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)  
**[Word limit: 600 for selected PLO]**

Data for the Written Communication ability of our undergraduate students are presented in Table 1.

**Table 1: Results for Written Communication Skill**

Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=30)
Context of and Purpose for Writing	51.4%	37.1%	8.6%	2.9%	<b>3.37</b> (100%, N=35)
Content Development	28.6%	40%	28.6%	2.9%	<b>2.94</b> (100%, N=35)
Genre and Disciplinary Conventions	37%	45.7%	17.1%		<b>3.20</b> (100%, N=35)
Sources and Evidence	20%	42.9%	28.6%	8.6%	<b>2.74</b> (100%, N=35)
Control of Syntax and Mechanics	25.7%	40%	31.4%	2.9%	<b>2.80</b> (100%, N=35)

Standards of performance and expectations: We expect students to have scores of at least 3.0 in all areas of the AAC&U's VALUES Written Communication at the time of graduation. Based on the data in the table above we did not meet our goal of having all students score at least 3.0 all areas. Most problematic are the **Sources of Evidence** and **Control of Syntax and Mechanics** criteria where more than one-third of our sample did not meet the 3.0 expectation.

Looking elsewhere in the data, based on the standards and criteria from the Written Communication rubric in Attachment II, most students met or exceeded the milestone rating.

For **Context and Purpose of Writing** criterion, just over half of students met the capstone rating as demonstrated in writing, a thorough understand of context, audience, and purpose responsive to the assigned task. Relative to the other four criteria, this was the highest rated average.

For **Content Development** criterion, the most frequently rated category was milestone 3, indicating use of appropriate, relevant, and compelling content to explore ideas within the context .

Similarly, for **Genre and Disciplinary Conventions**, the most frequently rated category was milestone 3 where students consistently used important conventions particular to a specific discipline and/or writing task.

Thus, in this sample, most students (>70%) were rated as at least having met milestone 3 on all five criteria. However, it

appears that the students' use of credible and relevant sources leaves room for improvement.

**Q4.2.** Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

While the majority of students (>70%) meet the program standard, results show that in some areas a sizable number of students fail to meet expectations. In the Communication Studies and Journalism disciplines perhaps more than any other, we should excel in conveying ideas through written communication by identifying a target audience, tailoring messages to it, and constructing credible messages to meet our communication goals. On the first three criteria, students did better than in source of evidence and control of syntax.

We could improve upon students' abilities in these areas by first distributing the results of this assessment to faculty and coming to agreement that with the faculty's expectation we create assignments and in-class activities that allow students to hone their skills in these areas.

**Q4.3.** For **selected** PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard
- ☒ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation or standard has been specified
- ☐ 6. Don't know

## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.** As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☒ 1. Yes \* (see Q5.1.1.)  
☐ 2. No (Go to **Q5.3**)  
☐ 3. Don't know (Go to **Q5.3**)

**Q5.1.2.** Do you have a plan to assess the impact of the changes that you anticipate making?

- ☐ 1. Yes  
☒ 2. No  
☐ 3. Don't know

**Q5.1.1.** Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.  
**[Word limit: 300 words]**

\*These assessment data have to potential to inform curricular needs. As we move toward Program Review and with the consent of the full faculty, we can work toward addressing at least some of these assessment issues in the coming year (2015-2016). Specifics changes include:

1) Identify PLOs that are a priority, along with evaluating current criteria

Assessing the impact of this change can be evaluated at next year's assessment by the inclusion of new PLOs and evaluation criteria.

**Q5.2.** How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Modifying curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Improving advising and mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Revising learning outcomes/goals	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Revising rubrics and/or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Developing/updating assessment plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Annual assessment reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Program review	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Prospective student and family information	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Alumni communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. WASC accreditation (regional accreditation)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Program accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. External accountability reporting requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Trustee/Governing Board deliberations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. Strategic planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Institutional benchmarking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Academic policy development or modification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18. Institutional Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. Resource allocation and budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. New faculty hiring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Professional development for faculty and staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Recruitment of new students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

23. Other Specify:



**Q5.2.1.** Please provide a detailed example of how you used the assessment data above.

The Department will use assessment data from 2014-2015 to consider the following changes.

1. Curriculum – The assessment data will be instructive in determining the effectiveness of our new curriculum organization. The new General Communication concentration (implemented Fall 2014) was designed to streamline students' time to graduation and functionally require full-time faculty to be spread less thinly across required classes, thus allowing more full-time faculty to be devoted to the senior seminars.
2. Hiring – The Department hired two new faculty (one Film and one Public Relations) *and* expects to hire additional full-time faculty in the coming year. The assessment data will be useful in determining what areas the Department needs to focus in order to meet our PLO(s.)
3. See Findings. The Department will continue to modify its assessment measures (noted in that section of this report) as we prepare to collect data for 2015-2016.

### **Additional Assessment Activities**

**Q6.** Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

For the Public Relations concentration, four core classes include Survey of Public Relations, Writing For Public Information, Campaign Planning and Management, and Issue Management and Case Studies in Public Relations. In addition to these, journalism, marketing, digital media, and general communications classes are included to ensure that students are equipped with skills necessary to enter the workforce. These skills are married with an emphasis in experiential learning, allowing students to experience assignment public relations related writing; the unpredictability of campaigning; and the chaos of crises and press conferences with elaborate simulations.

Results shows that the Public Relations courses improve students' scores in these areas from only 4% successful during their first semester to 64% successful after completing the senior seminar.

**Q7.** What PLO(s) do you plan to assess next year?

- ☐ 1. Critical thinking
- ☐ 2. Information literacy
- ☐ 3. Written communication
- ☒ 4. Oral communication
- ☐ 5. Quantitative literacy
- ☐ 6. Inquiry and analysis
- ☐ 7. Creative thinking
- ☐ 8. Reading
- ☐ 9. Team work
- ☐ 10. Problem solving
- ☐ 11. Civic knowledge and engagement – local and global
- ☐ 12. Intercultural knowledge and competency
- ☐ 13. Ethical reasoning
- ☐ 14. Foundations and skills for lifelong learning
- ☐ 15. Global learning
- ☐ 16. Integrative and applied learning
- ☐ 17. Overall competencies for GE Knowledge
- ☐ 18. Overall competencies in the major/discipline
- ☐ 19. Other, specify any PLOs **not included above**:

- a.
- b.
- c.

**Q8.** Have you attached any appendices? If yes, please list them all here:

Attachment I: PROGRAM LEARNING OUTCOME (PLOs) FOR THE COMMUNICATION STUDIES UNDERGRADUATE PROGRAM

Attachment II: WRITTEN COMMUNICATION VALUE RUBRIC

Attachment III: Program Learning Outcomes (PLOs) for the Communication Studies Undergraduate Program

Attachment IV: Sample Written Assignment: Instructions for Coms 183 Written Final Project

## Program Information

**P1.** Program/Concentration Name(s):  
Communication Studies/Journalism/(See also Film Studies  
Assessment Report)

**P2.** Report Authors:  
Carmen Stitt, Ph.D.

**P3.** Academic unit: Department, Program, or College:  
Communication Studies Department

**P4.** College:  
Arts & Letters

**P5.** Fall 2014 enrollment for Academic unit (See  
[Department Fact Book 2014](#) by the Office of Institutional  
Research for fall 2012 enrollment: 1544)

**P6.** Program Type: **[Select only one]**

- ☒ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's degree
- ☐ 4. Doctorate (Ph.D./Ed.d)
- ☐ 5. Other. Please specify:

<b>Undergraduate Degree Program(s):</b> <b>P7.</b> Number of undergraduate degree programs the academic unit has: 3  <b>P7.1.</b> List all the name(s): General Communication (new as of Fall 2014), Film Studies, and Journalism  <b>P7.2.</b> How many concentrations appear on the diploma for this undergraduate program? 6					<b>Master Degree Program(s):</b> <b>P8.</b> Number of Master's degree programs the academic unit has: 1  <b>P8.1.</b> List all the name(s): M.A. in Communication Studies  <b>P8.2.</b> How many concentrations appear on the diploma for this master program? 1					
<b>Credential Program(s):</b> <b>P9.</b> Number of credential programs the academic unit has: 0  <b>P9.1.</b> List all the names: n/a					<b>Doctorate Program(s)</b> <b>P10.</b> Number of doctorate degree programs the academic unit has: 0  <b>P10.1.</b> List the name(s): n/a					
When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P12. Last updated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
								1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?								<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?								<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P15. Does the program have any capstone class?								<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P16. Does the program have ANY capstone project?								<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Attachment I

### PROGRAM LEARNING OUTCOME (PLOs) FOR THE COMMUNICATION STUDIES UNDERGRADUATE PROGRAM

1. Students will **demonstrate** communication effectively in written form (BLG: Competence in the Discipline).
2. Students will **criticize information** when constructing and consuming written messages (BLG: Intellectual and Practical Skills).
3. Students will **summarize** program principles in written communication (BLG: Integrative Learning).

**Attachment II**  
**WRITTEN COMMUNICATION VALUE RUBRIC**  
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*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*  
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**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	<b>CAPSTONE</b>	<b>MILESTONES</b>		<b>BENCHMARK</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

**Attachment III: Program Learning Outcomes (PLOs) for the  
Communication Studies Undergraduate Program**

**Table I: The Results for Written Communication**

Note: Data shown here drawn from Data Collection Sheet<sup>1</sup>

**Table 1: Results for Written Communication Skill**

Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=30)
Context of and Purpose for Writing	51.4%	37.1%	8.6%	2.9%	<b>3.37</b> (100%, N=35)
Content Development	28.6%	40%	28.6%	2.9%	<b>2.94</b> (100%, N=35)
Genre and Disciplinary Conventions	37%	45.7%	17.1%		<b>3.20</b> (100%, N=35)
Sources and Evidence	20%	42.9%	28.6%	8.6%	<b>2.74</b> (100%, N=35)
Control of Syntax and Mechanics	25.7%	40%	31.4%	2.9%	<b>2.80</b> (100%, N=35)

**Standards of Performance for Education Technology (iMet) Graduate Students**

**Q2.3.** If your program has an explicit standard(s) of performance for the selected PLO, describe the desired level of learning:  
Standards of performance and expectations We expect students to have scores of at least 3.0 in all areas of the AAC&U's VALUES Written Communication at the time of graduation.

<sup>1</sup>Written Communication Data Collection Sheet

Five Criteria (Areas) <sup>2</sup>	Different Levels <sup>2</sup>				Total (N=35)
	(4)	(3)	(2)	(1)	
6.1: Explanation of issues	18	13	3	1	(N=35)
6.2: Evidence	10	14	10	1	(N=35)
6.3: Influence of context and assumptions	13	16	6		(N=35)
6.4: Student's position	7	15	10	3	(N=35)
6.5: Conclusions and related outcomes	9	14	11	1	(N=35)

## **Attachment IV: Sample Written Assignment**

Instructions for Coms 183 Written Final Project

The purpose of the written final project for the Mass Media Seminar is a demonstration of students' knowledge in their chosen interest of mass media. Students select an area of mass media and then organize a coherent written 10-12 pages of *text* (i.e., not including references or graphs/tables/charts) of their literature review, synthesis, analyses, and conclusion.

Final projects topics fall into one of the following categories, but others may be approved by instructor:

- 1) A proposed empirical study of a mass media topic (including literature review, contribution of knowledge, and proposed sample, study design, and measures)
- 2) A proposal for a project that benefits and can give back to the community (e.g., media literacy program) including how you would complete your project, sources and media used, intended audience
- 3) An ethical analysis of a media issue with supporting evidence (e.g., the use of social networking while on-the-job, representation of minorities in television, movies, or sports, political topic coverage in news articles, gratuitous violence in film and games)
- 4) Critical analysis of a contemporary mass media issue (e.g., corporate media ownership, Web advancements for marginalized groups, social networking sites, the use and regulation of broadband, indecency and obscenity on the Web, Web advertising for products with age limits to children, online gaming)
- 5) A combination of the above four options

**Late Submissions:** After the due date for the Final Written Project, for *each* hour a project is late, 5 points will be deducted.

Writing style-Throughout the paper, you, the writer, have moved beyond simply summarizing articles and reporting them, instead, to now using them to your advantage and writing one seamless paper about your thesis. *Write simply and be succinct.* Jargon is kept to a minimum. If idiosyncratic terms are used, they are explained completely so that anyone could understand what they mean.

### Attachment V: Public Relations Pre-test/Post-test Outcomes

#### Pre-test-ComS 118

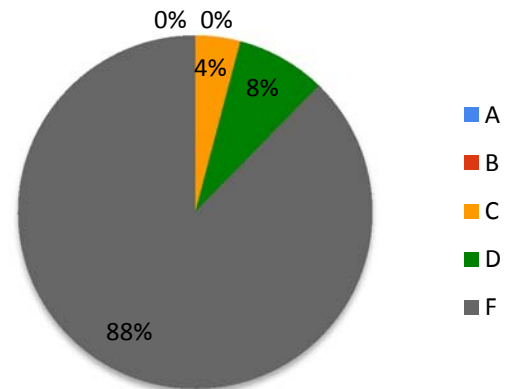
Test Summary	
Total Tests:	122

Part Break Down Averages		
Part	Avg. Score	Avg. %
Part 1 - The Profession	1.89	38%
Part 2 - The Process	2.80	56%
Part 3 - The Publics	2.39	48%
Part 4 - The Practice	1.66	33%

Total Breakdown		
	Avg. Score	Avg. %
Highest:	15.00	75.00%
Lowest:	0.00	0.00%
Average Score:	8.69	43.44%

Grade Percentages				
Percent	Grade	Total	%	
100% 90%	A	0	0%	
89% 80%	B	0	0%	
79% 70%	C	5	4%	
69% 60%	D	10	8%	

#### 118 Grade Breakdown



#### Post-test-ComS 187

Test Summary	
Total Tests:	52

Part Break Down Averages		
Part	Avg. Score	Avg. %
Part 1 - The Profession	4.33	87%
Part 2 - The Process	4.08	82%
Part 3 - The Publics	3.80	76%
Part 4 - The Practice	2.00	40%

Total Breakdown		
	Avg. Score	Avg. %
Highest:	18.00	90.00%
Lowest:	8.00	40.00%
Average Score:	14.10	70.48%

Grade Percentages				
Percent	Grade	Total	%	
100% 90%	A	2	2%	
89% 80%	B	15	12%	
79% 70%	C	16	13%	

#### Chart title

