



BA Communication

Program Review | 2018-2021

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I. Number of Majors | 2018 - 2021

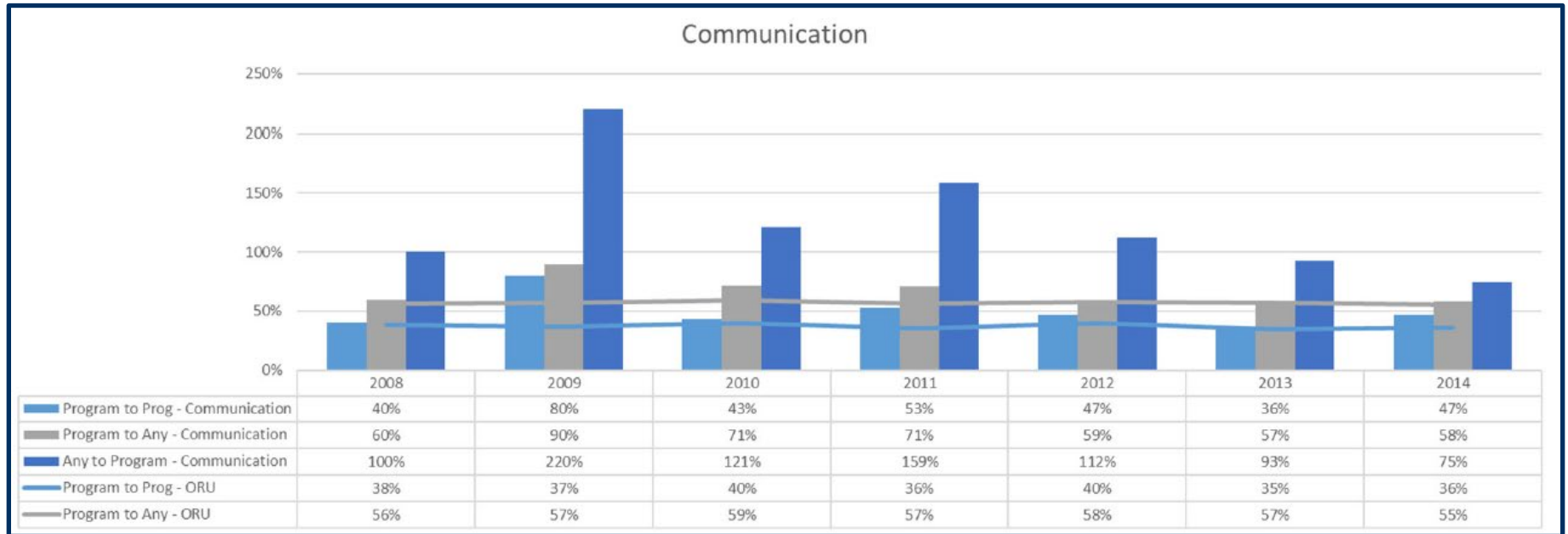
Residential:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
63	46	32	

Online:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
13	13	14	

II. Graduation Rate | Cohort of 2008 - 2014



III. Program Outcomes

#	Program Outcome
1	The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication.
2	The student will identify, research and analyze organizational situations and recommend communication improvements.
3	The student will research, write and deliver presentations suitable to a broad range of communication situations.
4	The student will establish an argument, ethically persuade listeners and logically defend their views.
5	The student will participate in formal and informal cultural experiences.
6	The student will synthesize communication research to identify and apply key theories of communication to generate solutions to communication problems.

IV. Artifact Descriptions

1. **Interpersonal Communication Response Paper (COM 203)**

The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication by producing a professionally written paper that incorporates Christian worldview with knowledge of interpersonal theory and practice and applies that knowledge and worldview to real-life situations.

2. **Organizational Communication of Organizational Analysis (COM 300)**

The student will produce a professionally written paper that identifies, researches the organizational situation of, and proposes improvement strategies for an organizational problem.

3. **Advanced Public Speaking Mastery of Persuasive Speech (COM 302)**

The student will write and competently present a creative, well-structured presentation suitable to a broad range of public speaking situations by researching the topic, writing a suitable introduction, organized body and conclusion, and utilizing good delivery and facilitation skills.

4. **Argumentation and Persuasion Positional Paper (COM 309)**

The student will establish an argument, ethically persuade listeners and logically defend their views by identifying and analyzing a harm, situations or problems, propose a solution, and defend it.

5. **Intercultural Communication Research Application Paper (COM 425)**

The student will produce an academically written paper that reflects upon personal experiences in facilitation and participation in formal and informal group settings by identifying and appreciating cultural implications and engaging in sensitive inquiry.

6. **Communication Theory Mastery of Theory Paper (COM 342)**

The student will synthesize communication research to identify and apply key theories of communication to generate possible new theories of communication and present those to their peers.

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome					
		1	2	3	4	5	6
1	Interpersonal Communication Response Paper (COM 203)	D				D	D
2	Organizational Communication of Organizational Analysis (COM 300)		M			D	
3	Advanced Public Speaking Mastery of Persuasive Speech (COM 302)	D		M	M		
4	Argumentation and Persuasion Positional Paper (COM 309)	D		D	M		
5	Intercultural Communication Research Application Paper (COM 425)	D				D	D
6	Communication Theory Mastery of Theory Paper (COM 342)	D					D

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

VI. Primary Evidence

A. Program Outcomes

#	Program Outcome	2018 - 2019				2019 - 2020				2020 - 2021			
		Residential		Online		Residential		Online		Residential		Online	
		n	score	n	score	n	score	n	score	n	score	n	score
1	The student will integrate and apply Christian faith and biblical truth to the study and practice of interpersonal communication.	13	4.00	70	3.13	57	4.00	55	3.75	27	3.44	56	3.48
2	The student will identify, research and analyze organizational situations and recommend communication improvements.	54	3.50	32	3.69	27	3.92	21	3.71	51	3.78	32	3.56
3	The student will research, write and deliver presentations suitable to a broad range of communication situations.	261	3.75	35	3.51	233	3.57	29	3.69	226	3.62	19	4.00
4	The student will establish an argument, ethically persuade listeners and logically defend their views.	128	3.94	35	3.51	-	-	29	3.69	44	3.97	19	4.00
5	The student will participate in formal and informal cultural experiences.	-	-	57	2.95	64	3.75	39	3.69	44	3.54	52	3.44
6	The student will synthesize communication research to identify and apply key theories of communication to generate solutions to communication problems.	98	3.81	51	2.75	100	3.95	38	3.74	68	3.94	38	3.50

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

B. Artifact Outcomes

1. Residential

Residential	2018 – 2019		2019 – 2020		2020 – 2021	
	n	score	n	score	n	score
WPA-COM-Meeting Facilitation Final Project	16	3.83	13	3.55	11	3.45
WPA-COM-Organizational Analysis	18	3.50	9	3.93	17	3.78
WPA-COM-Persuasive Speech	33	3.70	31	3.59	32	3.72
WPA-COM-Positional Paper	32	3.95	-	-	11	3.95
WPA-COM-Research Application Paper	-	-	16	3.75	11	3.55
WPA-COM-Research Paper-Senior Project	-	-	1	3.67	9	3.74
WPA-COM-Response Paper	4	4.00	19	4.00	9	3.44
WPA-COM-Supervisor Evaluation	3	3.83	-	-	-	-
WPA-COM-Theory Paper	23	3.89	25	3.95	-	-
WPA-COM-Training Session	-	-	-	-	-	-

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

2. Online

#	Course	Artifact	2018-19		2019-20		2020-21	
			n	Score	n	Score	n	Score
1	LCOM 203	Research Paper	12	3.67	6	3.67	8	3.25
2	LCOM 300	Well-Conceived Vision (Final Exam)	19	3.84	11	3.64	23	3.48
3	LCOM 302	Project 6a: Ignite Speech Link & Outline	22	3.27	13	3.46	15	4.00
4	LCOM 309	Week Seven Position Paper	13	3.92	16	3.88	4	4.00
5	LCOM 342	Week 7 Communication Theory paper	13	3.46	10	3.80	9	3.78
6	LCOM 425	Project 5b: WPA - COM Research Application Paper Case Study Selection	-	-	3	3.67	8	3.13
7	LCOM 309	Project 6b: WPA-COM Research Application Paper Outline	13	3.92	16	3.88	4	4.00
8	LCOM 425	Project 7: WPA-COM Research Application Paper	-	-	3	3.00	9	3.56

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

C. Criterion Outcomes

Criterion Outcomes	2018 - 2019		2019 - 2020		2020 - 2021		2020-2021	
	Residential		Residential		Residential		Online	
	n	score	n	Score	n	score	n	score
COM-1-A-Interpersonal Theory and Practice (40%)	5	4.00	-	-	9	3.78	-	-
COM-1-B-Real-World Situations (40%)	4	4.00	-	-	9	3.44	-	-
COM-1-C-Professional Writing Style (20%)	4	4.00	-	-	9	3.11	-	-
COM-2-A-Organizational Dynamics (50%)	18	3.83	9	3.89	17	3.94	-	-
COM-2-B-Strategies for Organizational Improvement (30%)	18	3.33	9	3.89	17	3.88	-	-
COM-2-C-Professional Writing Style (20%)	18	3.33	9	4.00	17	3.53	-	-
COM-3-A-Research	-	-	-	-	-	-	-	-
COM-3-B-Introduction	49	3.78	-	-	-	-	-	-
COM-3-C-Organized Body	33	3.88	-	-	-	-	-	-
COM-3-D-Conclusion	49	3.92	-	-	-	-	-	-
COM-3-E-Delivery	33	3.15	-	-	-	-	-	-
COM-3-F-Structure	16	3.25	13	3.08	11	3.18	-	-
COM-3-G-Facilitation Skills	16	3.94	13	3.08	11	3.45	-	-
COM-3-H-Creativity	16	4.00	13	3.46	11	3.64	-	-
COM-4-A-COM-4-A-Harm, Situation, Problem Identification	-	-	-	-	11	4.00	15	3.67
COM-4-B-Harm, Situation, Problem Analyzation	-	-	-	-	11	4.00	15	3.73
COM-4-C-Propose Solution	-	-	-	-	11	3.91	15	3.73
COM-4-D-Defense	-	-	-	-	11	3.91	15	3.87
COM-5-A-Identify and Appreciate	-	-	16	4.00	-	-	-	-
COM-5-B-Experience and Reflect	-	-	16	4.00	-	-	-	-
COM-5-C-Inquire and Research	-	-	16	3.63	-	-	-	-
COM-5-D-Academic Writing	-	-	16	3.38	-	-	-	-

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

COM-6-A-Ethical Decision-making	3	4.00	-	-	-	-	-	-
COM-6-A-Research	-	-	-	-	17	3.94	2	3.50
COM-6-B-New Theory Creation	-	-	25	4.00	17	3.94	2	4.00
COM-6-B-Professional Work Ethic	3	3.67	-	-	-	-	-	-
COM-6-C-Synthesize Past Research with New Idea	-	-	25	3.92	17	3.88	2	3.50
COM-6-D-Defense of New Idea	-	-	25	4.00	17	4.00	2	4.00
COM-7-A-Literature Review and Synthesis (40%)	-	-	1	4.00	9	4.00	7	2.86
COM-7-B-Academic Thought and Extension (40%)	-	-	1	4.00	9	3.89	7	3.14
COM-7-C-Professional Writing Style (20%)	-	-	1	3.00	9	3.33	7	2.43
COM-7-D-Content Design	-	-	-	-	-	-	-	-
COM-7-E-Evaluate	-	-	-	-	-	-	-	-

Scale			
4.00	90%+	3.00	60%
3.66	80%	2.00	35%
3.33	70%	1.00	15%

D. University Whole Person Outcomes

ORU Whole Person Outcomes		2018 – 2019				2019 – 2020				2020 – 2021			
		Residential		Online		Residential		Online		Residential		Online	
		n	score	n	score	n	score	n	score	n	score	n	score
1A	Biblical Literacy	76	3.87	-	-	-	-	-	-	27	3.80	6	4.0
1B	Spiritual Formation	23	3.82	-	-	35	3.92	-	-	66	3.77	12	4.0
2A	Critical Thinking, Creativity & Aesthetic Appreciation	117	3.60	-	-	61	3.78	-	-	51	3.67	-	-
2B	Global & Historical Perspectives	131	3.71	-	-	16	3.89	-	-	24	3.54	-	-
2C	Information Literacy	47	3.40	-	-	97	3.47	-	-	75	3.63	-	-
2D	Knowledge of the Physical & Natural World	17	3.29	-	-	13	3.82	-	-	6	3.56	-	-
3A	Healthy Lifestyle	20	2.60	-	-	48	2.66	-	-	25	2.72	-	-
3B	Physically Disciplined Lifestyle	57	3.58	-	-	74	3.27	-	-	61	3.56	-	-
4A	Ethical Reasoning & Behavior	134	3.77	-	-	165	3.78	-	-	117	3.72	-	-
4B	Intercultural Knowledge & Engagement	49	3.68	-	-	16	3.68	-	-	47	3.82	-	-
4C	Written & Oral Communication	148	3.34	-	-	124	3.28	-	-	158	3.51	-	-
4D	Leadership Capacity	136	3.51	-	-	127	3.77	-	-	108	3.77	1	4.0

VII. Program Assessment Process Description

1. What is the *annual process and activities that contribute towards continuous improvement*?
Examples may include:
 - **Communication faculty meet during the appointed department assessment meeting at the beginning and end of the school semesters.**
 - **As needed we meet at communication faculty to discuss what is working successfully from S.O.S.s, feedback from students in classes, and instructor observations throughout the semester with their respective courses.**
2. What process do you use to *implement your recommendations*?
 - **Communication faculty submit any changes in the assessment materials turned in to administration.**
 - **Communication go through the proper vetting systems, if required for whatever the changes are. (i.e., chair/dept., dean/college, etc.).**
3. How do you “close-the-feedback loop” and *review the effects of your changes*?
 - **Communication faculty discuss the changes made amongst each other in the next assessment meetings in addition to discussions throughout the school year. If the change is working, it is kept; and, if the change is not working, we discuss how things can be altered or change for improvements.**

VIII. Continuous Program Improvement Description

1. Since 2016, *how have the results of assessment directly affected program changes for the future?*
 - **Program changes have taken place because of continual review every semester by the communication faculty in discussions about the communication courses, current assignments, how to make the curriculum relevant, competitive and applicable.**
 - **The assessment catalogue forms were the main forms used for reflection and improvement of the communication degree.**
 - **The assessment data indirectly informs any program changes.**

- Changes may have taken place in the following areas:
 - i. Course content, artifacts, and rubrics
 - **Specific changes that have been made since 2016 include:**
 - **Communication students are now required to take an internship course before they graduate.**
 - **Intercultural Communication course became a required communication course, instead of just an elective.**
 - **The WPA evaluation items used for each item, in the respective course, are now specific to the artifact and the class. This is due to the fact that the communication faculty realized that not all rubrics were addressing content specific to the course artifact.**
 - ii. Instructional strategies, including a change in the use of technology
 - iii. Sequencing or repetition of material in an individual course or as a whole program
 - **Specific changes were made in the rotation of when courses are offered, not because of assessment, but because of administration wanting the ratio of professor to students to be greater.**
 - iv. Updating program outcomes
 - v. Updating a curriculum map
 - vi. Updating the program's master rubric
 - **After reviewing the rubrics that were in place for the artifacts, some were updated as the assignments and standards had updated. Thus, the wording for some of the master rubrics was altered. For example for the Organizational Communication (COM 300) course artifact and the artifact for the Argumentation and Persuasive course.**

- As available, provide data that demonstrates the impact your changes had on meeting program outcomes. **Communication faculty do not have in their possession the specific data to indicate the impact the changes made. By word of mouth, students have expressed how they are thankful that they are required to complete an internship course, because it helps connect them with future employers, and or helps them confirm what they do or do not want to do for a future career.**

2. If you use *Senior papers/projects* they often provide rich data on student achievement. How do you tie the results from these artifacts back to changes for specific courses?

It is more of the quality of the students' work that is reflected upon by the communication faculty after senior defenses. For example, it was observed by the COM 499 (the communication capstone course) professor that APA formatting was not a strength of the students. Thus, the communication faculty discussed making sure the APA format was a part of communication assignments in communication courses leading up to the COM 499 course.

3. As applicable, describe how you've updated the program due to professional accreditation changes or reports, student surveys, alumni and stakeholder feedback, market trends, etc. **Certain assignments are kept, altered or omitted after the review of S.O.S.s.**

Fall 2019: General Education requirements were updated to reflect residential requirements (maintaining the online distinctives in GEN and HPE). Major was updated to add COM 425 to match residential program requirements.

4. Describe any data-driven decisions that faculty members made to *open this program* since 2016. Please provide evidence of data informing the decision to open the program.

This program was launched by the College of Arts and Cultural Studies in the Fall of 2012, to mirror its on-campus offerings.

5. Describe your stakeholder participation from alumni, community members, businesses, other organizations, etc.

- Who are they?
- What feedback have you received?
- How have you used the feedback for continuous improvement?

Professors are always in communication with the graduates and professionals in fields that are in need of communication majors. Thus, when the communication faculty discusses the current curriculum input from these respective groups is represented. Alumni and professionals also visit and speak to the communication students in classes and are available for students. An example of one of these individuals is Susan Kroll, who is now an executive at NBC. Ms. Kroll visited with the Organizational Communication (COM 300) course one semester (during homecoming) and then went on to mentor a student in that course.

6. Describe any open questions that faculty members have concerning the program that they are *waiting on future data* to evaluate for decision-making.

Questions of some faculty are the impacts of the professor-student ratios with certain courses that have course work and assignments that require more time for students to learn and practice certain skills.



Communication Degree – Both B.A. & B.S.

Assessment Progress from Fall 2016 to Fall 2021

2016-2017:

Communication Degree housed in the Communication, Arts, & Media Department (CAM)

E-portfolio was used – data was input for communication classes that had a WPA assessment item. Communication faculty met to review the assessment catalogue sheet for the respective courses that possesses WPA artifacts and proposed improvement strategies for the respective courses and the overall major, and submitted this with assessment documents.

2017-2018:

Communication Degree housed in Communication & Media Department (CMD)

E-portfolio was used – data was input for communication classes that had a WPA assessment item. Communication faculty met to review the assessment catalogue sheet for the respective courses that possesses WPA artifacts and proposed improvement strategies for the respective courses and the overall major, and submitted this with assessment documents.

Additionally, during department held assessment meetings held by the department chair and department coordinator, communication faculty would meet and review and interrupt the ORU Outcome & Proficiencies data reports. In the review of the ORU Outcome & Proficiencies data sheets, first communication faculty would confirm that the WPA data that was pulled and associated with the ORU outcomes was what was intended to be associated with the WPA items for the respective communication sources. Communication faculty would then complete the assessment forms, based on what could be deciphered from the data sheets, to then be turned in for the ORU administration.

In the 2017-2018 school year communication faculty placed on assessment data into Master and Program Rubric as requested by assessment administrators. We reviewed all required and elective communication courses and reevaluated courses as “I” for “Introductory”, “D” for “Development” or “M” “Mastery”. It was instructed for faculty to have an artifact in a course where there were “Mastery” elements, unless an argument could be made for a “Developmental” item.



2018-2019:

Communication Degree housed in Communication & Media Department (CMD)

E-portfolio was used – data was input for communication classes that had a WPA assessment item. Communication faculty met to review the assessment catalogue sheet for the respective courses that possess WPA artifacts and proposed improvement strategies for the respective courses and the overall major, and submitted this with assessment documents.

Academic Program Assessment Plans were reviewed and altered to be the most up-to-date.

2019-2020:

Communication Degree housed in Communication & Media Department (CMD)

In Fall of 2019, instead of entering data in ePortfolio, communication faculty entered WPA data in the D2L gradebook items that were placed in the D2L shells.

Academic Program Assessment Plans were reviewed and altered to be the most up-to-date.

2020-2021:

Communication Degree housed in School of Communication & Public Affairs (COPA)

Academic Program Assessment Plans were reviewed and altered to be the most up-to-date, in alignment with the updated university outcomes.