ORU

School of Communications & Public Affairs

College of Arts and Cultural Studies

2018 – 2021 | Program Review Reports

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BFA Cinema, Television, and Digital Media

Program Review | 2018-2021

Department Chair: Dr. Cristi Freudenrich
Assessment Coordinator: Dr. Marcela Chaván

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I. Number of Majors | 2018 - 2021

Residential:

	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Drama/TV/Film	12	9	4	-
BS	72	62	18	-
BFA	-	14	39	52

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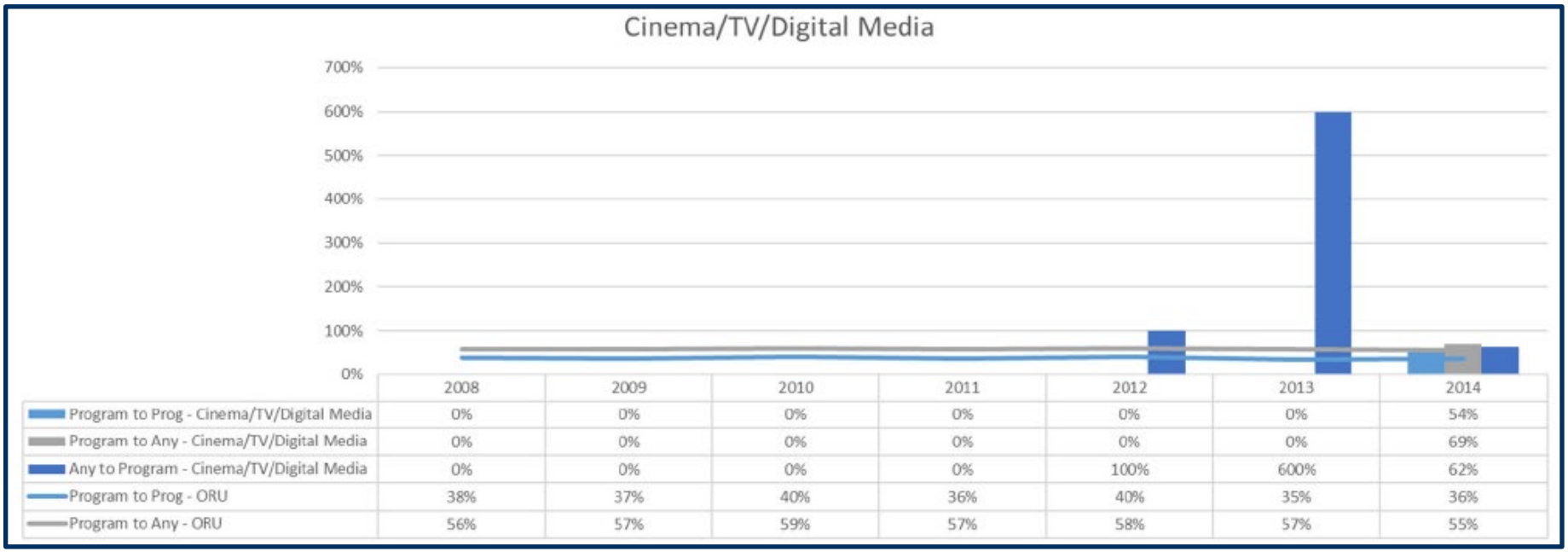
II. Graduation Rate | Cohort of 2008 - 2014



	2008	2009	2010	2011	2012	2013	2014
Program to Prog - Cinema/TV/Digital Media	0%	0%	0%	0%	0%	0%	54%
Program to Any - Cinema/TV/Digital Media	0%	0%	0%	0%	0%	0%	69%
Any to Program - Cinema/TV/Digital Media	0%	0%	0%	0%	100%	600%	62%
Program to Prog - ORU	38%	37%	40%	36%	40%	35%	36%
Program to Any - ORU	56%	57%	59%	57%	58%	57%	55%

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III. Program Outcomes

#	Program Outcome
1	Students will demonstrate basic competency in the processes of storyline development and scriptwriting.
2	Students will demonstrate leadership abilities while creating, organizing, and executing every stage of the production process for a dramatic visual media product.
3	The student will demonstrate competency with industry standard video editing software, including concepts of importing, organizing, and assembling footage (both video and audio) onto the timeline of a to sequence and export a short film project.
4	Students will use and apply industry tools and technology in the creation, production and distribution of digital media products.
5	Students will demonstrate business acumen reflecting Christian worldview, emphasizing honest and ethical behavior at professional industry venues.

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IV. Artifact Descriptions

1. **Fundamentals of Screenwriting Final Short Film (TVF 318)** The students will demonstrate basic competency in the process of storyline development and scriptwriting.
2. **Film Directing and Producing Dialogue scene (TVF 337)** The students will demonstrate leadership abilities while creating, organizing and executing every stage of the production process for a dramatic visual media product.
3. **Production Software Short Film (TVF 233)** The student will demonstrate competency with industry standard video editing software, including concepts of importing, organizing and assembling footage (both video and audio) onto the timeline of a to sequence and export a short film project.
4. **Field Production and Editing Feature Story (TVF 232)** The students will use and apply industry tools and technology in the creation, production and distribution of digital media products.
5. **Internship Mentor Evaluation (CAM 451)** The students will demonstrate business acumen reflecting Christian worldview, emphasizing honest and ethical behavior at professional industry venues.

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V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome				
		1	2	3	4	5
1	Fundamentals of Screenwriting Final Short Film (TVF 318)	X				
2	Film Directing and Producing Dialogue scene (TVF 337)		X			
3	Production Software Short Film (TVF 233)			X		
4	Field Production and Editing Feature Story (TVF 232)				X	
5	Internship Mentor Evaluation (CAM 451)					X

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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	
		n	score	n	score	n	score
1	The students will demonstrate basic competency in the process of storyline development and scriptwriting.	9	4.00	-	-	-	-
2	The students will demonstrate leadership abilities while creating, organizing and executing every stage of the production process for a dramatic visual media product.	-	-	-	-	184	3.53
3	The student will demonstrate competency with industry standard video editing software, including concepts of importing, organizing and assembling footage (both video and audio) onto the timeline of a to sequence and export a short film project.	-	-	-	-	-	-
4	The students will use and apply industry tools and technology in the creation, production and distribution of digital media products	12	3.42	-	-	80	3.47
5	The students will demonstrate business acumen reflecting Christian worldview, emphasizing honest and ethical behavior at professional industry venues.	-	-	-	-	-	-

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

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-CTD-Supervisor Evaluation	1	4.00	-	-	-	-
WPA-CTD-Short Film Script (TVF 318)	-	-	-	-	7	3.19
WPA-CTD-Senior Research Project–Senior Creative Project	3	3.42	-	-	-	-
WPA-CTD-Senior Research Project – Senior Script	3	4.00	-	-	-	-
WPA-CTD-Feature Story (TVF 232)	-	-	-	-	13	3.73
WPA-CTD-Dialogue Scene (TVF 337)	-	-	-	-	14	3.59

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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	
	n	score	n	score	n	score
CTD-1-A-Storytelling Function Research and Writing	3	4.00	-	-	-	-
CTD-1-B-Storytelling via Digital Imagery and Visual composition (25%)	3	4.00	-	-	-	-
CTD-1-C-Audio/Visual Narrative Composition	3	4.00	-	-	-	-
CTD-2-A-Short Film Pre-production paperwork	-	-	-	-	14	3.64
CTD-2-B-Short Film Composition	-	-	-	-	14	3.64
CTD-2-C-Short Film Directing Actors	-	-	-	-	14	3.43
CTD-2-D-Short Film Continuity and Editing	-	-	-	-	14	3.50
CTD-2-E-Short Film effectiveness	-	-	-	-	14	3.71
CTD-2-F-Script Format	-	-	-	-	19	3.42
CTD-2-G-Script Writing Mechanics	-	-	-	-	19	3.68
CTD-2-H-Script Dialogue	-	-	-	-	19	3.37
CTD-2-I-Script Action Lines	-	-	-	-	19	3.26
CTD-2-J-Script Content	-	-	-	-	19	3.05
CTD-2-K-Script Product	-	-	-	-	19	3.21
CTD-4-A-Content (40%)	3	3.67	-	-	-	-
CTD-4-B-Presentation (40%)	3	3.67	-	-	-	-
CTD-4-C-Writing Mechanics (10%)	3	3.33	-	-	-	-
CTD-4-D-Source Quantity (10%)	3	3.00	-	-	-	-
CTD-4-E-Preparation (25%)	-	-	-	-	20	3.50
CTD-4-F-Creative (25%)	-	-	-	-	20	3.60
CTD-4-G-Technical (25%)	-	-	-	-	20	3.50
CTD-4-H-Direction (25%)	-	-	-	-	20	3.60
CTD-6-A-Ethical Decision-making	1	4.00	-	-	-	-
CTD-6-B-Professional Work Ethic	1	4.00	-	-	-	-

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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	28	2.86	-	-	19	3.17	-	-	34	2.97	11	2.82
1B	Spiritual Formation	28	3.14	-	-	-	-	-	-	33	3.18	11	3.45
2A	Critical Thinking, Creativity & Aesthetic Appreciation	28	3.07	-	-	19	3.13	-	-	34	3.15	11	3.09
2B	Global & Historical Perspectives	27	3.07	-	-	-	-	-	-	30	3.53	7	4.00
2C	Information Literacy	27	3.37	-	-	19	3.40	-	-	30	3.63	6	3.83
2D	Knowledge of the Physical & Natural World	17	3.76	-	-	-	-	-	-	30	3.63	10	3.80
3A	Healthy Lifestyle	19	3.00	-	-	19	3.77	-	-	30	3.63	7	3.43
3B	Physically Disciplined Lifestyle	15	3.93	-	-	19	3.77	-	-	30	3.70	7	4.00
4A	Ethical Reasoning & Behavior	17	3.06	-	-	19	3.93	-	-	32	3.63	8	3.75
4B	Intercultural Knowledge & Engagement	17	3.29	-	-	19	4.00	-	-	30	3.60	7	3.71
4C	Written & Oral Communication	3	3.67	-	-	19	4.00	-	-	6	3.33	1	4.00
4D	Leadership Capacity	3	3.67	-	-	19	3.93	-	-	5	3.00	1	3.00

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

ORU Whole Person Outcomes		2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1A	Biblical Literacy	62	3.90	6	3.67	12	4.00
1B	Spiritual Formation	24	3.98	31	3.49	30	3.80
2A	Critical Thinking, Creativity & Aesthetic Appreciation	131	3.42	21	3.43	11	3.64
2B	Global & Historical Perspectives	99	3.21	-	-	-	-
2C	Information Literacy	89	3.21	83	3.50	39	2.74
2D	Knowledge of the Physical & Natural World	18	3.77	7	3.43	-	-
3A	Healthy Lifestyle	20	2.35	51	2.22	18	1.95
3B	Physically Disciplined Lifestyle	58	3.55	90	3.24	71	3.15
4A	Ethical Reasoning & Behavior	165	3.18	155	3.61	61	3.69
4B	Intercultural Knowledge & Engagement	9	3.33	2	3.50	3	4.00
4C	Written & Oral Communication	146	3.26	56	3.43	59	3.30
4D	Leadership Capacity	103	3.69	124	3.65	67	3.88

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VII. Program Assessment Process Description and Continuous Improvement

The media faculty met at the beginning of the fall semester 2021 and evaluated the requirements for the degrees.

Based on our observation: the incoming students already have a grasp on editing. So, instead of waiting for the second semester sophomore year to take the TVF 233 Production Software class we concluded that it would be helpful for students to take it earlier in their degree.

We placed them in the Spring semester of their Freshman year.

This has an additional benefit, offering TVF 233 Production Software and TVF 232 Field Production and Editing concurrently frees up the TVF 232 Field Production and Editing class from teaching editing, giving more time for field production.

We also observed that some students were taking classes out of order. In order to make it clear to the students of what classes should be taken each semester, we changed the course numbers of the following classes:

From:	**To:**
TVF 233 Production Software	TVF 133
TVF 232 Field Production and Editing	TVF 132
TVF 128 Principles of Audio Production	TVF 238
TVF 318 Fundamentals of Screenwriting	TVF 218
TVF 337 Film Directing and Producing	TVF 287
TVF 329 Advanced TV Production	TVF 429
TVF 350 Advanced Post Production Techniques	TVF 450
TVF 355 Advanced Film Directing	TVF 455

In order to make the names more accurately to the class content, we changed the following course names:

From:	**To:**
Field Production and Editing	Field Production
Advanced Film Directing	Advanced Filmmaking
Media & Pop Culture	Digital Society

To consolidate the course subject codes, we updated and group them under DCM (Digital Communication)

From:	**To:**
MMC 104 Media & Pop Culture	DCM 100 Digital Society
ART 365 Digital Photography	DCM 103 Digital Photography
INT 101 Digital Composition	DCM 101 Digital Composition
INT 200 Web Design	DCM 200 Web Design

In order to provide an ethics class in each semester, we added an option. Now students can take COM 401 Communication Ethics in the fall or JRN 321 Media Law & Ethics in the spring.

In order to give directions to the student's choices of the SIC Courses we indicated in our DPS the following recommendations COM/GEN 346 Gaming, COM/GEN 401 Communication and Ethics, GEN 434 Game Theory and Politics

In evaluating our program outcomes throughout the Summer we identified outcome duplication and determined that eliminating TVF-140 Digital Storytelling and MMC 489 Campaign Strategy would not negatively impact our program and the outcomes would be covered in other courses. For instance PRP 327 Social Media Management, ADV 221 Branding, Promotions and Storytelling.

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BA Communication

Program Review | 2018-2021

Department Chair: Dr. Cristi Freudenrich
Assessment Coordinator: Dr. Marcela Chaván

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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	

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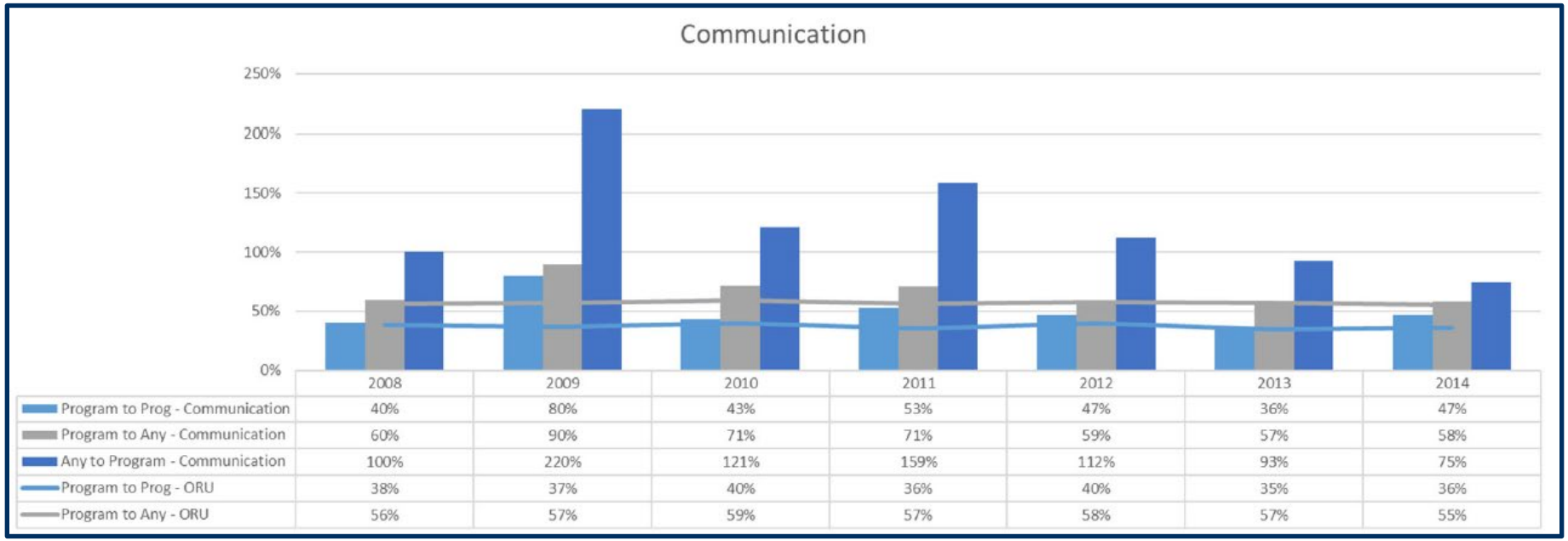
II. Graduation Rate | Cohort of 2008 - 2014



	2008	2009	2010	2011	2012	2013	2014
Program to Prog - Communication	40%	80%	43%	53%	47%	36%	47%
Program to Any - Communication	60%	90%	71%	71%	59%	57%	58%
Any to Program - Communication	100%	220%	121%	159%	112%	93%	75%
Program to Prog - ORU	38%	37%	40%	36%	40%	35%	36%
Program to Any - ORU	56%	57%	59%	57%	58%	57%	55%

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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.

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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.

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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

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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

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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	-	-	-	-	-	-

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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

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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	-	-	-	-

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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	-	-	-	-	-	-	-	-

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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
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2D	Knowledge of the Physical & Natural World	17	3.29	-	-	13	3.82	-	-	6	3.56	-	-
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ORU

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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.**

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ORU

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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.**
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- 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.**
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    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.

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    vi. Updating the program's master rubric
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- 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.**

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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?
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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.

ORU

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 possesses 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.

ORU

BS Communication

Program Review | 2018-2021

Department Chair: Dr. Cristi Freudenrich
Assessment Coordinator: Dr. Marcela Chaván

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I. Number of Majors | 2018 - 2021

Residential:

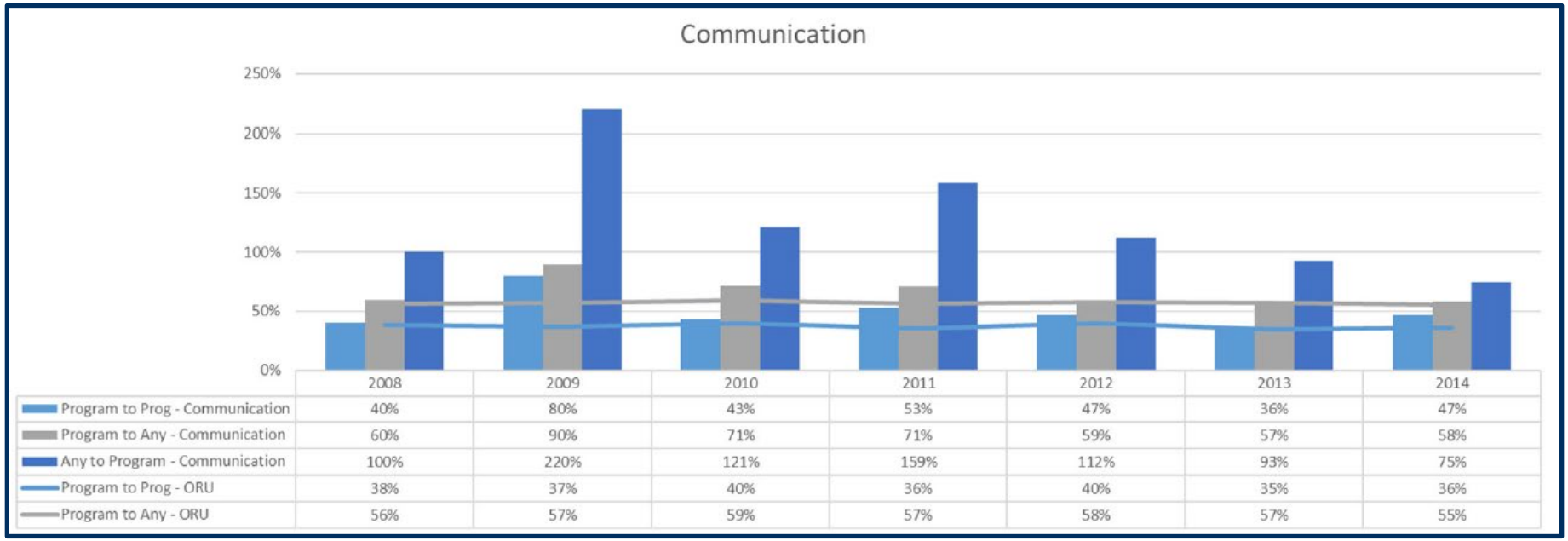
Fall 2018	Fall 2019	Fall 2020	Fall 2021
8	22	17	

Online:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
10	7	8	

ORU

II. Graduation Rate | Cohort of 2008 - 2014



	2008	2009	2010	2011	2012	2013	2014
Program to Prog - Communication	40%	80%	43%	53%	47%	36%	47%
Program to Any - Communication	60%	90%	71%	71%	59%	57%	58%
Any to Program - Communication	100%	220%	121%	159%	112%	93%	75%
Program to Prog - ORU	38%	37%	40%	36%	40%	35%	36%
Program to Any - ORU	56%	57%	59%	57%	58%	57%	55%

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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.

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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.

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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

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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	3.88
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	3.88
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

ORU

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	-	-	-	-	-	-

ORU

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

ORU

Scale			
4.00	90%+	3.00	60%
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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	-	-	-	-

ORU

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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	-	-	-	-	-	-	-	-

ORU

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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
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ORU

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 possesses 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.

BS Digital Communication (Online)

Program Review | 2018-2021

Department Chair: Dr. Cristi Freudenrich
Assessment Coordinator: Dr. Marcela Chaván

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ORU

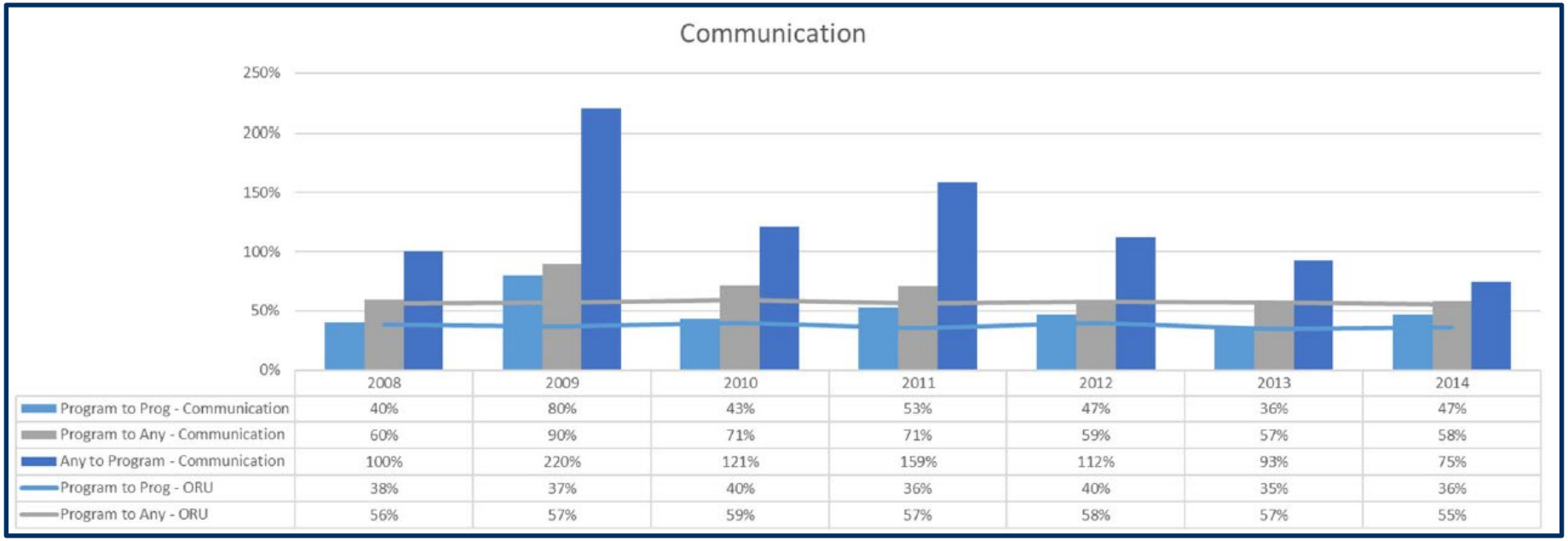
I. Number of Majors | 2018 - 2021

Online:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
3	11	18	

ORU

II. Graduation Rate | Cohort of 2008 - 2014



	2008	2009	2010	2011	2012	2013	2014
Program to Prog - Communication	40%	80%	43%	53%	47%	36%	47%
Program to Any - Communication	60%	90%	71%	71%	59%	57%	58%
Any to Program - Communication	100%	220%	121%	159%	112%	93%	75%
Program to Prog - ORU	38%	37%	40%	36%	40%	35%	36%
Program to Any - ORU	56%	57%	59%	57%	58%	57%	55%

ORU

III. Program Outcomes

#	Program Outcome
1	Demonstrate communication literacy through the recognition of communication contexts to include cross-cultural, organizational, scholarly, technological, and media-specific styles. [Communication Literacy, Contexts]
2	Demonstrate communication literacy through persuasive writing and/or messaging to key audiences using professional form and style. [Communication Literacy, Applications]
3	Demonstrate effective research and reporting skills relevant to the fields of marketing and/or communication. [Research Methods]
4	Use industry tools and technology to create, reproduce, and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing, social media platforms, and photography. [Technology Proficiency]
5	Develop strong critical thinking and practical problem-solving skills that can be applied to any communication need. [Critical Thinking]
6	Demonstrate professional integrity through an understanding of Christian worldview and as it is expressed through ethical decision-making across business and technology. [Faith and Professional Practice]

ORU

IV. Artifact Descriptions

#	Course	Course Name	Grade Item
1	LDCM 320	Communications Research	Project 7a: Research Proposal Pitch | P7a
2	LDCM 321	Media Law and Ethics	Project 6a: Reporter's Notebook - Media Ethics Policy | P6a
3	LDCM 421	Media Markets	Project 7a: Media Plan Presentation | P7a
4	LDCM 498	Capstone Presentation	Project 7: Revisions | P7
5	LDCM 499	Capstone Project	Final Project Submission Folder | P7
6	LDCM 327	Social Media Management	30 -Day Social Media Plan and Presentation | P7a

ORU

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome					
		1	2	3	4	5	6
1	LDCM 320 Project 7a: Research Proposal Pitch | P7a			X		X	
2	LDCM 321 Project 6a: Reporter's Notebook - Media Ethics Policy | P6a						X
3	LDCM 421 Project 7a: Media Plan Presentation | P7a		X		X	X	
4	LDCM 498 Project 7: Revisions | P7		X			X	
5	LDCM 499 Final Project Submission Folder | P7		X			X	
6	LDCM 327 30 -Day Social Media Plan and Presentation | P7a	X		X		X	

ORU

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	
		n	score	n	score	n	score
1	Demonstrate communication literacy through the recognition of communication contexts to include cross-cultural, organizational, scholarly, technological, and media-specific styles. [Communication Literacy, Contexts]	-	-	1	4.00	5	4.00
2	Demonstrate communication literacy through persuasive writing and/or messaging to key audiences using professional form and style. [Communication Literacy, Applications]	-	-	3	3.33	16	4.00
3	Demonstrate effective research and reporting skills relevant to the fields of marketing and/or communication. [Research Methods]	-	-	3	4.00	10	3.80
4	Use industry tools and technology to create, reproduce, and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing, social media platforms, and photography. [Technology Proficiency]	-	-	3	3.33	9	4.00
5	Develop strong critical thinking and practical problem-solving skills that can be applied to any communication need. [Critical Thinking]	-	-	6	3.67	26	3.92
6	Demonstrate professional integrity through an understanding of Christian worldview and as it is expressed through ethical decision-making across business and technology. [Faith and Professional Practice]	-	-	1	4.00	3	4.00

ORU

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

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
LDCM 320 Project 7a: Research Proposal Pitch | P7a	-	-	2	4.00	5	3.60
LDCM 321 Project 6a: Reporter's Notebook - Media Ethics Policy | P6a	-	-	1	4.00	3	4.00
LDCM 421 Project 7a: Media Plan Presentation | P7a	-	-	3	3.33	9	4.00
LDCM 498 Project 7: Revisions | P7	-	-	-	-	4	4.00
LDCM 499 Final Project Submission Folder | P7	-	-	-	-	3	4.00
LDCM 327 30 -Day Social Media Plan and Presentation | P7a	-	-	1	4.00	5	4.00

ORU

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

C. Criterion Outcomes

Criterion outcomes are not available.

ORU

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

D. University Whole Person Outcomes

University Whole Person Outcomes are not available.

ORU

VII. Program Assessment Process Description

ORU

VIII. Continuous Program Improvement Description

- Formal market research was received from Hannover Research in March 2018, showing national and regional average occupational growth in this field to be 9.4%, three percent above the national average. The faculty approved this degree in April, based on converting to online 13 existing courses in on-campus Journalism, Advertising, Public Relations. Only 1 new course was needed of content not already in the ORU catalogue. Based on ORU internal guidelines, only HLC notification was filed for this degree.
- Fall 2019: General Education requirements were updated to reflect residential requirements (maintaining the online distinctives in GEN and HPE).
- Fall 2021: Prerequisites were removed from DCM 101 and 107 as they were determined to be academically unnecessary and were hindering enrollment. Classification requirements were added to DCM 498/499 to prevent students lower than senior standing from enrolling in the capstone.
- Jana's 3/9/21 E-mail: Bachelor of Science (added/removed some prerequisites)

ORU

BA Global Studies

Program Review | 2018-2021

Department Chair: Dr. Jason Pudlo
Assessment Coordinator: Dr. Marcela Chaván

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ORU

I. Number of Majors | 2018 - 2021

Residential:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
4	5	3	

ORU

II. Graduation Rate | Cohort of 2008 – 2014

Not available due to program's start date of Fall 2014.

ORU

III. Program Outcomes

#	Program Outcome (2021)
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.
4	Students will participate in a meaningful, practical, field-learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.

#	Program Outcome (2018)
1	Students will be able to understand, analyze, and communicate general knowledge of Asian/Latin American/Middle Eastern cultures and institutions.
2	Students will be able to identify and critique the method, origin, and quality of intercultural knowledge.
3	Students will participate in a meaningful, practical, field learning experience.
4	Demonstrate the ability to apply their Christian faith and worldview to their Asian/Latin American/Middle Eastern studies specialization to promote God's healing.

ORU

IV. Artifact Descriptions

1. **Political Science Research Methods Final Research Design (GOV 449)** Students will create a research design/research prospectus as the research project for this class. Students will develop an annotated bibliography, define appropriate data sources and analytical techniques, and present their research design to the class in an informative and visually compelling manner.

2. **Political Science Research Methods Research Design Presentation (GOV 449)** Students will present their research design to the class in an informative and visually compelling manner.

3. **Department Internship Reflection Essay (HHG 399)** Students must participate in an internship/practicum. After the field experience, students reflect on the skills they developed, what they learned about faith in public life, and how the internship influenced future career goals.

4. **Department Internship and Feedback Form (HHG 399)** Student completes required time for the internship to the satisfaction of the professional mentor.

5. **Department Senior Paper (HHG 499)** Students develop and execute an original research project. Students develop an extensive annotated bibliography, substantive engagement with a particular research method, exposure to IRB and research ethics, and then present their findings in a professional/academic context.

6. **Department Senior Paper Presentation (HHG 499)** Students present the findings of their Senior paper in a professional/academic context. The topic's significance is detailed and comprehensive, with a clear, detailed and easily identifiable thesis. The student has good eye contact, pacing, use of English, signposts, and summaries to help the audience to follow along.

ORU

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome				
		1	2	3	4	5
1	Political Science Research Methods (GOV 449)	M	M	M		
2	Department Internship (HHG 399)				M	
3	Department Senior Paper (HHG 499)				M	M

ORU

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	
		n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.	3	3.67	3	3.00	3	4.00
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.	7	3.86	7	3.86	3	3.00
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.	4	3.75	4	3.25	4	3.50
4	Students will participate in a meaningful, practical, field-learning experience.	-	-	3	3.00	-	-
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.	3	4.00	7	3.86	6	4.00

ORU

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

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-GLOB-Department Internship Documentation and Feedback Form (HHG 399)	-	-	-	-	-	-
WPA-GLOB-Department Internship Reflection Essay (HHG 399)	-	-	-	-	1	4.00
WPA-GLOB-Final Research Design (GOV 449)	-	-	1	3.30	-	-
WPA-GLOB-Research Design Presentation (GOV 449)	-	-	1	4.00	-	-
WPA-GLOB-Final Senior Paper (HHG 499)	-	-	-	-	1	3.62
WPA-GLOB-Senior Paper Presentation Defense (HHG 499)	-	-	-	-	-	-

ORU

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	
	n	score	n	score	n	score
GLOB-1-A-Concept Description	1	4.00	1	3.00	1	4.00
GLOB-1-B-Concept Explanation	1	4.00	1	3.00	1	4.00
GLOB-1-C-Concept Evaluation	1	3.00	1	3.00	1	4.00
GLOB-2-A-Written Description	1	4.00	1	4.00	1	4.00
GLOB-2-B-Written Argument	1	4.00	1	4.00	1	2.00
GLOB-2-C-Mechanics and Style	1	3.00	1	3.00	1	3.00
GLOB-2-D-Oral Description	1	4.00	1	4.00	-	-
GLOB-2-E-Oral Argument	1	4.00	1	4.00	-	-
GLOB-2-F-Presentation Mechanics	1	4.00	1	4.00	-	-
GLOB-2-G-Presentation Organization	1	3.00	1	4.00	-	-
GLOB-3-A-Literature Review	1	4.00	1	4.00	1	4.00
GLOB-3-B-Thesis Development	1	4.00	1	3.00	1	3.00
GLOB-3-C-Causal Explanation	1	4.00	1	3.00	1	3.00
GLOB-3-D-Data Sources	1	4.00	1	3.00	1	4.00
GLOB-5-A-Worldview Influence	1	4.00	-	-	2	4.00
GLOB-5-B-Worldview Development	1	4.00	-	-	2	4.00
GLOB-5-C-Practical Influence	1	4.00	-	-	2	4.00

ORU

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	
		n	score	n	score	n	score
1A	Biblical Literacy	6	3.75	-	-	5	3.67
1B	Spiritual Formation	2	4.00	2	4.00	8	3.63
2A	Critical Thinking, Creativity & Aesthetic Appreciation	4	4.00	5	3.60	4	4.00
2B	Global & Historical Perspectives	1	3.00	2	4.00	2	4.00
2C	Information Literacy	4	4.00	5	3.00	-	-
2D	Knowledge of the Physical & Natural World	-	-	-	-	-	-
3A	Healthy Lifestyle	3	3.00	3	2.67	-	-
3B	Physically Disciplined Lifestyle	3	4.00	6	2.33	7	2.67
4A	Ethical Reasoning & Behavior	7	4.00	8	4.00	1	3.00
4B	Intercultural Knowledge & Engagement	3	4.00	3	4.00	6	4.00
4C	Written & Oral Communication	6	3.67	5	4.00	7	4.00
4D	Leadership Capacity	10	4.0	5	3.00	13	4.00

ORU

VII. Program Assessment Process Description

1. What is the *annual process and activities that contribute towards continuous improvement?* Examples may include:

   HHG has engaged in an annual assessment day for several years and covers all of the current program review period (2016-2020). The assessment day occurred during regular department meetings or as a special pre-semester meeting. All faculty were required to attend and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

   Evidence of these meetings is included and is labeled as “assessment catalog” or “assessment day”.

2. What process do you use to *implement your recommendations?*

   Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

3. How do you “close-the-feedback loop” and *review the effects of your changes*?

   The annual assessment day provides the opportunity to review if the changes implemented in specific courses have led to improvements in WPA program scores. Faculty also consider student and graduate comments and responses in student evaluations. At the present, the student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing the reflections and appendices students create in the internship and senior paper courses. Informal feedback comes from conversations with students after they graduate. While outside the formalized process, phone calls and visits from former students help us know the types of skills they need to succeed in HHG related career fields.

ORU

VIII. Continuous Program Improvement Description

1. How have the results of assessment directly affected program changes for the future?

For each of the following questions:

- *Place any key documents that you reference in the folder with this document*
- *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
- *Describe when the activity took place*

1. Since 2016, *how have the results of assessment directly affected program changes for the future*?
   - Provide data used to support the need for improvement. Data may come from:
     i. ORU, program, artifact-rubric, and criterion line scores
     ii. Professional accreditation reviews, student surveys, alumni and stakeholder feedback, market reports, etc.
   - Changes may have taken place in the following areas:
     i. Course content, artifacts, and rubrics
     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
     iv. Updating program outcomes
     v. Updating a curriculum map
     vi. Updating the program's master rubric
   - As available, provide data that demonstrates the impact your changes had on meeting program outcomes. See trends in the data tables.

NOTE: For organizational purposes, this section is the summary narrative. The sections address specific elements of assessment and revision such as senior paper, feedback loops, future data, etc…. Those sections may refer back to this summary narrative.

The department has used program assessment information to make several changes and modifications across our majors and programs since 2016. These changes are summarized here and then expounded upon when necessary in other sections of the program review. In general, faculty meet once or twice a year to discuss the Whole Person Assessment (WPA) rubrics, criterion line scores, and general feedback from alumni and students. From these assessment review days, the faculty take action to improve or modify department programs.

2016-2017 was an important season for department assessment and has driven ongoing changes. The assessment review process illuminated the fact that department program learning outcomes (PLO) had not been built in a way that truly assessed field-specific learning for students, but more general-education-type student learning outcomes. Recognizing this allowed for more sincere conversations regarding department goals for the future as it relates to degree plan structures, course development, and general revision and

updates. This also led to enthusiastic engagement with the idea of revising the curriculum in many of the department's programs to match with the increasing frequency of our graduates going on to graduate education. We were also able to identify disconnects between the value the department places on internships (HHG 399) for student learning and the corresponding lack of support the department was providing in identifying his quality experiences in some programs. Proposed changes to the internship program were paused on account of the disruptions and uncertainties caused by the COVID-19 pandemic. However, a trial of curriculum and program modifications began in Fall 2021.

The 2016-2017 assessment review process ended with the Summer Assessment Institute where drafts of program PLOs, curriculum maps, and assessment plans were submitted for departmental revision and approved during the 2017-2018 year. Assessment packets, including PLOs, Curriculum Maps, Assessment Plans, Master Rubrics, and Artifact Rubrics were created and approved by the program faculty. These items were fully implemented in the 2018-19 school year. During the 2017-2018 year, focus groups were held with students in our programs, and the first systematic College of Arts and Cultural Studies (CACS) program review took place.

The 2017-2018 CACS systematic program review yielded mixed results for the department’s programs. Political Science (formerly Government), International Relations, International Community Development, and History rank in the top tier of programs in the college. Global Studies and Leadership Studies are at risk, primarily due to low enrollment and a lack of program dedicated full-time faculty. These are interdisciplinary programs built out of the existing program curriculum, which often creates advising challenges for students as they are unsure of where their “home” program fits. We are actively involved in a conversation regarding whether or not to terminate these programs or how to find dedicated resources to improve. Social Studies Education (SOSE) also landed as a weak program. However, SOSE students are essentially History majors with an additional course battery in professional education proctored by the College of Education. Because of this, the program name has been changed to History with a Professional Education Concentration so that program review data provides a more accurate depiction of enrollment and resources.

In response to the CACS program review and other university initiatives, all of the on-campus departmental programs received degree plan revisions and had the minimum number of hours required for graduation reduced to 120. Each of these degree plan revisions contained strategic restructuring to improve alignment with the newly established program learning outcomes. Based on student focus groups, we strongly believe these new degree plans will help clarify the goal and learning expectations for students.

Since the significant department review of 2016-2017 and the college review of 2017-2018, the department has engaged in continuous and incremental changes and modifications. 2018-20219 was spent implementing the changes from the department and college program reviews. Learning outcome data were collected for all 5 departmental outcomes. As this was our first academic year with our new outcomes and artifacts, the number of observations was few. Once data errors were cleaned up, we saw scores between 3 and 4 on a 4 point scale. We find these short terms results pleasing. It appears the curriculum adjustments we made while building the new outcomes, such as requiring all senior paper students to

present their papers and also to include a worldview reflection as an appendix in their senior paper, is allowing us to more consistently check on whether our students are learning what we had hoped.

Many of these changes were put on hold immediately following the initiation of the COVID-19 pandemic. However, during the 2019-2020 and then the 2020-2021 school years, the faculty made significant increases in the use of technology in the classroom. Emergency measures adopted in Spring 2020 became more commonplace in 2020-2021. Faculty moved many of their exams and course content onto ORU's learning management system (D2L). Both changes helped to improve student accessibility. Faculty became comfortable using video conferencing software. While the pedagogical effectiveness of live streaming a class is an ongoing debate, video conferencing has been tremendously beneficial for office hours, student meetings, and senior paper presentations.

Nevertheless, faculty continued to make revisions and modifications to the curriculum in response to assessment and stakeholder feedback. In 2020-2021, the senior paper and project curriculum was modified to create an informal sequencing between research methods (GOV 449) and senior paper (HHG 499). Assessment days and faculty feedback revealed that student projects were of inconsistent quality or off-topic. Incremental changes to the senior paper class and the sequence of classes seems to have improved student experience and project quality. Starting in 2020-2021 and in response to student and alumni feedback, we initiated a trial of revisions to the internship program (HHG 399) which includes more focus on professional development, expanding internship placement services, and partnering with other successful internship program classes on campus. Starting in 2020-2021, the International Community Development (ICD) program was renamed to International Development (ID) to help with recruiting and post-graduation placements. Also in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes.

At the college level, a reorganization in CACS means that the History, Humanities, and Government department was absorbed into new units. Beginning in the 2021-2022 school year, the Political Science (POLS), International Relations (INR), Global Studies (GLOB), Leadership Studies (LEAD), and International Development (ID – formerly ICD) joined with communication programs to create the School of Communication and Public Affairs. The History (HIS) and related programs joined with modern languages and other humanities programs to create the School of Liberal Arts. It is too early to tell the impacts of this realignment, but, the hope is that we can work across the School of Communication and Public Affairs to equip students with analytical and communications skills in high demand in the marketplace.

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?

   Senior papers and projects are a key part of our mastery-level assessment. While a single faculty member leads the class, faculty across the department are involved in the project development phase and as evaluators during senior paper presentations.

   Faculty expressed concern in 2018-2019 about inconsistent quality work and non-germane

research topics in HHG 499 Senior Paper. This lead to curriculum and sequencing changes in both HHG 499 and GOV 449 Political Science Research Methods. Starting in 2020-2021, the GOV 449 course pivoted towards a broader emphasis on research design. While the key assessment in the course remained a research proposal and presentation, students were now explicitly expected to use the GOV 449 research proposal as the foundation of their HHG 499 senior project. This created an informal sequencing encouraging students to take GOV 449 earlier than HHG 499. Additionally, curriculum changes in HHG 499 required that students meet with content experts in the department about their senior project. This ensures that students have feedback from multiple faculty in the design and execution of their senior papers.

The impacts of the disruptions caused by the COVID-19 pandemic make evaluating these curricula and sequencing changes difficult since they occurred during a non-normal school year. For example, tables B and C show that all rubrics and criteria lines now score above 3.0, but, the overall averages may have fallen since 2018. However, informal feedback from students and faculty suggests that the revisions to the classes and the sequencing of GOV 449 and HHG 499 have made the senior project process more manageable for students and led to more consistent project quality with more substantively interesting project topics. While optimistic about the informal responses, we are still waiting on more data to evaluate the full impact.

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.

   At the undergraduate level, there is no accreditation body for the programs in our department. Nevertheless, we are attentive to student and stakeholder feedback along with developments in professional environments where our students go.

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.

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?

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revisions to the internship (HHG 399) curriculum, and other changes as identified in the summary narrative.

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

   The department is waiting for more data on three key curriculum changes. As discussed elsewhere in this review, the senior paper and project curriculum and sequencing were modified in 2020-2021. At this point, we have informal responses and one year of rubric data. However, it is unclear how COVID-19 protocols may have affected the WPA and criterion line scores from 2020-2021. We are still waiting to see 2021-2022 before making further adjustments.

   Related, in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes. We are still waiting on more information and data before adjusting the artifact specific rubrics.

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ORU

BA International Community Development

Program Review | 2018-2021

Department Chair: Dr. Jason Pudlo

Assessment Coordinator: Dr. Marcela Chaván

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ORU

I. Number of Majors | 2018 - 2021

Residential:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
21	19	11	

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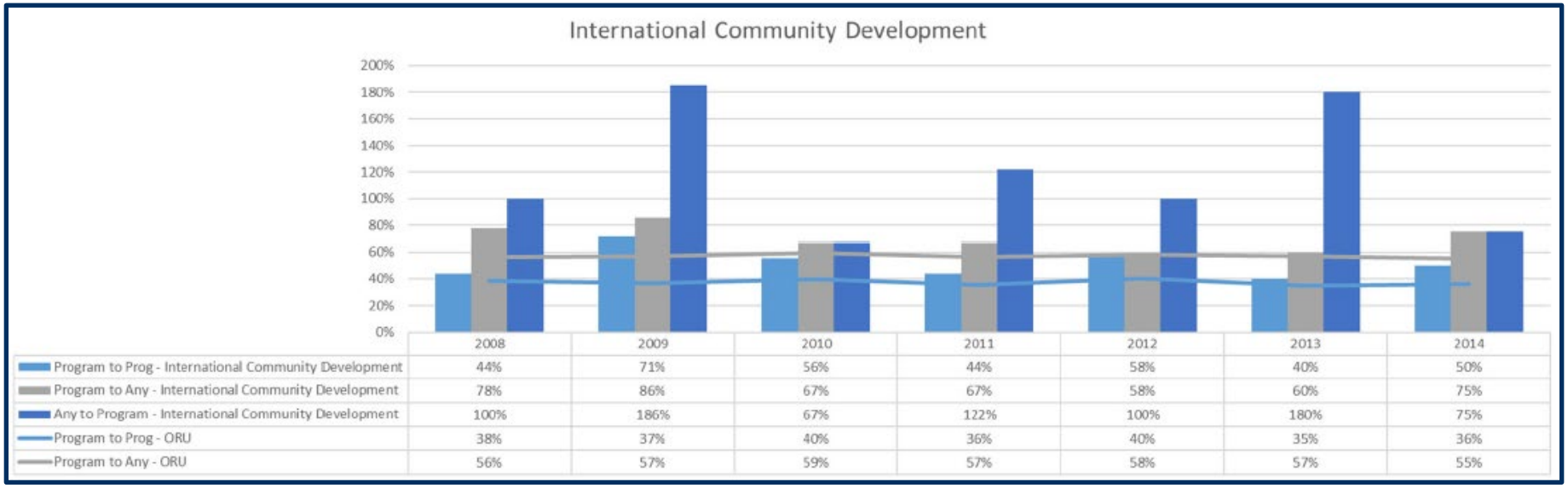
II. Graduation Rate | Cohort of 2008 - 2014



	2008	2009	2010	2011	2012	2013	2014
Program to Prog - International Community Development	44%	71%	56%	44%	58%	40%	50%
Program to Any - International Community Development	78%	86%	67%	67%	58%	60%	75%
Any to Program - International Community Development	100%	186%	67%	122%	100%	180%	75%
Program to Prog - ORU	38%	37%	40%	36%	40%	35%	36%
Program to Any - ORU	56%	57%	59%	57%	58%	57%	55%

ORU

III. Program Outcomes

#	Program Outcome (2021)
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.
4	Students will participate in a meaningful, practical, field-learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.

#	Program Outcome (2018)
1	Students will demonstrate the ability to think critically about key international community development concepts.
2	Students will be able to effectively communicate effective international community development explanations and arguments.
3	Students will demonstrate the skills needed to undertake undergraduate international community development research.
4	Students will participate in a meaningful, practical, field learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their international community development specialization to promote God's healing.

ORU

IV. Artifact Descriptions

1. **Political Science Research Methods Final Research Design (GOV 449)** Students will create a research design/research prospectus as the research project for this class. Students will develop an annotated bibliography, define appropriate data sources and analytical techniques, and present their research design to the class in an informative and visually compelling manner.

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ORU

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome				
		1	2	3	4	5
1	Political Science Research Methods (GOV 449)	M	M	M		
2	Department Internship (HHG 399)				M	
3	Department Senior Paper (HHG 499)				M	M

ORU

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	
		n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.	21	3.94	21	3.56	21	3.72
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.	53	3.87	49	3.77	53	3.54
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.	28	3.32	28	3.52	28	3.25
4	Students will participate in a meaningful, practical, field-learning experience.	-	-	-	-	-	-
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.	9	4.00	15	3.50	24	4.00

ORU

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

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-ICD-Department Internship Documentation and Feedback Form (HHG 399)	-	-	-	-	-	-
WPA-ICD-Department Internship Reflection Essay (HHG 399)	-	-	-	-	3	4.00
WPA-ICD-Final Research Design (GOV 449)	4	3.35	2	3.20	2	3.45
WPA-ICD-Research Design Presentation (GOV 449)	4	4.00	2	4.00	3	3.75
WPA-ICD-Final Senior Paper (HHG 499)	3	3.90	5	3.51	5	3.44
WPA-ICD-Senior Paper Presentation Defense (HHG 499)	4	3.94	5	3.70	5	3.58

ORU

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	
	n	score	n	score	n	score
ICD-1-A-Concept Description	7	4.00	7	3.57	7	3.86
ICD-1-B-Concept Explanation	7	4.00	7	3.57	7	3.86
ICD-1-C-Concept Evaluation	7	3.86	7	3.43	7	3.43
ICD-2-A-Written Description	7	4.00	7	3.43	7	3.71
ICD-2-B-Written Argument	7	3.43	7	3.57	7	3.29
ICD-2-C-Mechanics and Style	7	3.43	7	3.43	7	3.00
ICD-2-D-Oral Description	8	3.88	7	3.71	8	4.00
ICD-2-E-Oral Argument	8	4.00	7	3.71	8	3.75
ICD-2-F-Presentation Mechanics	8	4.00	7	3.86	8	3.38
ICD-2-G-Presentation Organization	8	4.00	7	3.86	8	3.88
ICD-3-A-Literature Review	7	3.29	7	3.43	7	2.86
ICD-3-B-Thesis Development	7	3.29	7	3.43	7	3.29
ICD-3-C-Causal Explanation	7	3.29	7	3.57	7	3.43
ICD-3-D-Data Sources	7	3.14	7	3.43	7	3.57
ICD-5-A-Worldview Influence	3	4.00	5	3.20	8	4.00
ICD-5-B-Worldview Development	3	4.00	5	3.20	8	4.00
ICD-5-C-Practical Influence	3	4.00	5	3.20	8	4.00

ORU

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	
		n	score	n	score	n	score
1A	Biblical Literacy	14	4.00	6	4.00	9	3.87
1B	Spiritual Formation	7	4.00	7	4.00	10	3.67
2A	Critical Thinking, Creativity & Aesthetic Appreciation	27	3.90	15	3.93	19	3.91
2B	Global & Historical Perspectives	22	3.81	4	4.00	11	3.80
2C	Information Literacy	25	3.53	25	3.88	7	4.00
2D	Knowledge of the Physical & Natural World	6	3.80	4	3.75	-	-
3A	Healthy Lifestyle	4	3.25	10	2.00	3	2.75
3B	Physically Disciplined Lifestyle	12	3.75	24	3.58	16	3.01
4A	Ethical Reasoning & Behavior	34	3.94	31	3.93	19	3.79
4B	Intercultural Knowledge & Engagement	24	3.29	22	3.77	13	3.11
4C	Written & Oral Communication	32	3.73	30	3.51	30	3.88
4D	Leadership Capacity	24	3.40	22	4.00	7	3.33

ORU

VII. Program Assessment Process Description

1. What is the *annual process and activities that contribute towards continuous improvement?* Examples may include:

   HHG has engaged in an annual assessment day for several years and covers all of the current program review period (2016-2020). The assessment day occurred during regular department meetings or as a special pre-semester meeting. All faculty were required to attend and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

   Evidence of these meetings is included and is labeled as “assessment catalog” or “assessment day”.

2. What process do you use to *implement your recommendations?*

   Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

3. How do you “close-the-feedback loop” and *review the effects of your changes*?

   The annual assessment day provides the opportunity to review if the changes implemented in specific courses have led to improvements in WPA program scores. Faculty also consider student and graduate comments and responses in student evaluations. At the present, the student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing the reflections and appendices students create in the internship and senior paper courses. Informal feedback comes from conversations with students after they graduate. While outside the formalized process, phone calls and visits from former students help us know the types of skills they need to succeed in HHG related career fields.

ORU

VIII. Continuous Program Improvement Description

1. How have the results of assessment directly affected program changes for the future?

For each of the following questions:

- *Place any key documents that you reference in the folder with this document*
- *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
- *Describe when the activity took place*

1. Since 2016, *how have the results of assessment directly affected program changes for the future*?
   - Provide data used to support the need for improvement. Data may come from:
     i. ORU, program, artifact-rubric, and criterion line scores
     ii. Professional accreditation reviews, student surveys, alumni and stakeholder feedback, market reports, etc.
   - Changes may have taken place in the following areas:
     i. Course content, artifacts, and rubrics
     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
     iv. Updating program outcomes
     v. Updating a curriculum map
     vi. Updating the program's master rubric
   - As available, provide data that demonstrates the impact your changes had on meeting program outcomes. See trends in the data tables.

   NOTE: For organizational purposes, this section is the summary narrative. The sections address specific elements of assessment and revision such as senior paper, feedback loops, future data, etc.… Those sections may refer back to this summary narrative.

   The department has used program assessment information to make several changes and modifications across our majors and programs since 2016. These changes are summarized here and then expounded upon when necessary in other sections of the program review. In general, faculty meet once or twice a year to discuss the Whole Person Assessment (WPA) rubrics, criterion line scores, and general feedback from alumni and students. From these assessment review days, the faculty take action to improve or modify department programs.

   2016-2017 was an important season for department assessment and has driven ongoing changes. The assessment review process illuminated the fact that department program learning outcomes (PLO) had not been built in a way that truly assessed field-specific learning for students, but more general-education-type student learning outcomes. Recognizing this allowed for more sincere conversations regarding department goals for the future as it relates to degree plan structures, course development, and general revision and updates. This also led to enthusiastic engagement with the idea of revising the curriculum in

many of the department's programs to match with the increasing frequency of our graduates going on to graduate education. We were also able to identify disconnects between the value the department places on internships (HHG 399) for student learning and the corresponding lack of support the department was providing in identifying his quality experiences in some programs. Proposed changes to the internship program were paused on account of the disruptions and uncertainties caused by the COVID-19 pandemic. However, a trial of curriculum and program modifications began in Fall 2021.

The 2016-2017 assessment review process ended with the Summer Assessment Institute where drafts of program PLOs, curriculum maps, and assessment plans were submitted for departmental revision and approved during the 2017-2018 year. Assessment packets, including PLOs, Curriculum Maps, Assessment Plans, Master Rubrics, and Artifact Rubrics were created and approved by the program faculty. These items were fully implemented in the 2018-19 school year. During the 2017-2018 year, focus groups were held with students in our programs, and the first systematic College of Arts and Cultural Studies (CACS) program review took place.

The 2017-2018 CACS systematic program review yielded mixed results for the department’s programs. Political Science (formerly Government), International Relations, International Community Development, and History rank in the top tier of programs in the college. Global Studies and Leadership Studies are at risk, primarily due to low enrollment and a lack of program dedicated full-time faculty. These are interdisciplinary programs built out of the existing program curriculum, which often creates advising challenges for students as they are unsure of where their “home” program fits. We are actively involved in a conversation regarding whether or not to terminate these programs or how to find dedicated resources to improve. Social Studies Education (SOSE) also landed as a weak program. However, SOSE students are essentially History majors with an additional course battery in professional education proctored by the College of Education. Because of this, the program name has been changed to History with a Professional Education Concentration so that program review data provides a more accurate depiction of enrollment and resources.

In response to the CACS program review and other university initiatives, all of the on-campus departmental programs received degree plan revisions and had the minimum number of hours required for graduation reduced to 120. Each of these degree plan revisions contained strategic restructuring to improve alignment with the newly established program learning outcomes. Based on student focus groups, we strongly believe these new degree plans will help clarify the goal and learning expectations for students.

Since the significant department review of 2016-2017 and the college review of 2017-2018, the department has engaged in continuous and incremental changes and modifications. 2018-20219 was spent implementing the changes from the department and college program reviews. Learning outcome data were collected for all 5 departmental outcomes. As this was our first academic year with our new outcomes and artifacts, the number of observations was few. Once data errors were cleaned up, we saw scores between 3 and 4 on a 4 point scale. We find these short terms results pleasing. It appears the curriculum adjustments we made while building the new outcomes, such as requiring all senior paper students to present their papers and also to include a worldview reflection as an appendix in their senior

paper, is allowing us to more consistently check on whether our students are learning what we had hoped.

Many of these changes were put on hold immediately following the initiation of the COVID-19 pandemic. However, during the 2019-2020 and then the 2020-2021 school years, the faculty made significant increases in the use of technology in the classroom. Emergency measures adopted in Spring 2020 became more commonplace in 2020-2021. Faculty moved many of their exams and course content onto ORU's learning management system (D2L). Both changes helped to improve student accessibility. Faculty became comfortable using video conferencing software. While the pedagogical effectiveness of live streaming a class is an ongoing debate, video conferencing has been tremendously beneficial for office hours, student meetings, and senior paper presentations.

Nevertheless, faculty continued to make revisions and modifications to the curriculum in response to assessment and stakeholder feedback. In 2020-2021, the senior paper and project curriculum was modified to create an informal sequencing between research methods (GOV 449) and senior paper (HHG 499). Assessment days and faculty feedback revealed that student projects were of inconsistent quality or off-topic. Incremental changes to the senior paper class and the sequence of classes seems to have improved student experience and project quality. Starting in 2020-2021 and in response to student and alumni feedback, we initiated a trial of revisions to the internship program (HHG 399) which includes more focus on professional development, expanding internship placement services, and partnering with other successful internship program classes on campus. Starting in 2020-2021, the International Community Development (ICD) program was renamed to International Development (ID) to help with recruiting and post-graduation placements. Also in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes.

At the college level, a reorganization in CACS means that the History, Humanities, and Government department was absorbed into new units. Beginning in the 2021-2022 school year, the Political Science (POLS), International Relations (INR), Global Studies (GLOB), Leadership Studies (LEAD), and International Development (ID – formerly ICD) joined with communication programs to create the School of Communication and Public Affairs. The History (HIS) and related programs joined with modern languages and other humanities programs to create the School of Liberal Arts. It is too early to tell the impacts of this realignment, but, the hope is that we can work across the School of Communication and Public Affairs to equip students with analytical and communications skills in high demand in the marketplace.

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?

   Senior papers and projects are a key part of our mastery-level assessment. While a single faculty member leads the class, faculty across the department are involved in the project development phase and as evaluators during senior paper presentations.

   Faculty expressed concern in 2018-2019 about inconsistent quality work and non-germane research topics in HHG 499 Senior Paper. This lead to curriculum and sequencing changes

in both HHG 499 and GOV 449 Political Science Research Methods. Starting in 2020-2021, the GOV 449 course pivoted towards a broader emphasis on research design. While the key assessment in the course remained a research proposal and presentation, students were now explicitly expected to use the GOV 449 research proposal as the foundation of their HHG 499 senior project. This created an informal sequencing encouraging students to take GOV 449 earlier than HHG 499. Additionally, curriculum changes in HHG 499 required that students meet with content experts in the department about their senior project. This ensures that students have feedback from multiple faculty in the design and execution of their senior papers.

The impacts of the disruptions caused by the COVID-19 pandemic make evaluating these curricula and sequencing changes difficult since they occurred during a non-normal school year. For example, tables B and C show that all rubrics and criteria lines now score above 3.0, but, the overall averages may have fallen since 2018. However, informal feedback from students and faculty suggests that the revisions to the classes and the sequencing of GOV 449 and HHG 499 have made the senior project process more manageable for students and led to more consistent project quality with more substantively interesting project topics. While optimistic about the informal responses, we are still waiting on more data to evaluate the full impact.

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.

   At the undergraduate level, there is no accreditation body for the programs in our department. Nevertheless, we are attentive to student and stakeholder feedback along with developments in professional environments where our students go.

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.

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?

   The department feedback loop consists of student opinion surveys, internship supervisor response forms in the HHG 399 Internship course, and informal communication by stakeholders with faculty. Alumni and community member stakeholders maintain good relationships with faculty and freely discuss the strengths and weaknesses of ORU. Informal channels include direct emails, in-person alumni visits, or similar. Alumni are active in various government agencies, working as staff for political leaders, practicing law, and involved in business or community organizations. Faculty are active with community organizations, which provides an additional avenue for learning community needs or getting feedback on internships. Feedback from stakeholders has resulted in consistent internship placements with the offices of specific political leaders and community organizations, revisions to the internship (HHG 399) curriculum, and other changes as identified in the summary narrative.

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ORU

BA International Relations

Program Review | 2018-2021

Department Chair: Dr. Jason Pudlo

Assessment Coordinator: Dr. Marcela Chaván

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Residential:

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ORU

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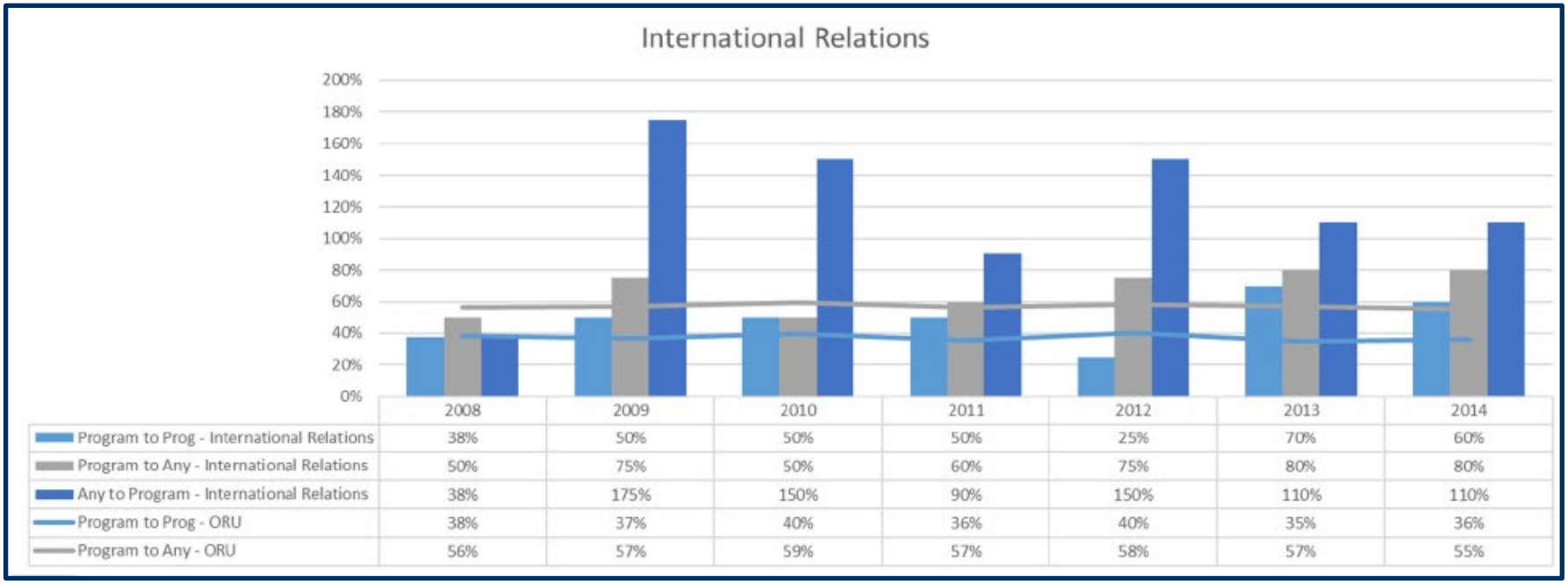

	2008	2009	2010	2011	2012	2013	2014
Program to Prog - International Relations	38%	50%	50%	50%	25%	70%	60%
Program to Any - International Relations	50%	75%	50%	60%	75%	80%	80%
Any to Program - International Relations	38%	175%	150%	90%	150%	110%	110%
Program to Prog - ORU	38%	37%	40%	36%	40%	35%	36%
Program to Any - ORU	56%	57%	59%	57%	58%	57%	55%

ORU

III. Program Outcomes

#	Program Outcome (2021)
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.
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4	Students will participate in a meaningful, practical, field-learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.

#	Program Outcome (2018)
1	Students will demonstrate the ability to think critically about key international relations concepts.
2	Students will be able to effectively communicate effective international relations explanations and arguments.
3	Students will demonstrate the skills needed to undertake undergraduate international relations research.
4	Students will participate in a meaningful, practical, field learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their international relations specialization to promote God's healing.

ORU

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ORU

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome				
		1	2	3	4	5
1	Political Science Research Methods (GOV 449)	M	M	M		
2	Department Internship (HHG 399)				M	
3	Department Senior Paper (HHG 499)				M	M

ORU

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	
		n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.	39	3.77	42	3.28	63	3.73
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.	99	3.74	98	3.58	123	3.66
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.	52	3.44	56	3.14	84	3.39
4	Students will participate in a meaningful, practical, field-learning experience.	8	3.25	-	-	6	4.00
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.	27	3.10	27	4.00	36	3.94

ORU

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

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-INR-Department Internship Documentation and Feedback Form (HHG 399)	4	3.25	-	-	3	4.00
WPA-INR-Department Internship Reflection Essay (HHG 399)	4	3.13	-	-	6	3.96
WPA-INR-Final Research Design (GOV 449)	8	3.51	5	3.26	15	3.58
WPA-INR-Research Design Presentation (GOV 449)	9	3.97	5	4.00	9	3.78
WPA-INR-Final Senior Paper (HHG 499)	5	3.42	9	3.62	6	3.86
WPA-INR-Senior Paper Presentation Defense (HHG 499)	6	3.77	9	3.90	6	3.83

ORU

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	
	n	score	n	score	n	score
INR-1-A-Concept Description	7	4.00	7	3.57	7	3.86
INR-1-B-Concept Explanation	7	4.00	7	3.57	7	3.86
INR-1-C-Concept Evaluation	7	3.86	7	3.43	7	3.43
INR-2-A-Written Description	7	4.00	7	3.43	7	3.71
INR-2-B-Written Argument	7	3.43	7	3.57	7	3.29
INR-2-C-Mechanics and Style	7	3.43	7	3.43	7	3.00
INR-2-D-Oral Description	8	3.88	7	3.71	8	4.00
INR-2-E-Oral Argument	8	4.00	7	3.71	8	3.75
INR-2-F-Presentation Mechanics	8	4.00	7	3.86	8	3.38
INR-2-G-Presentation Organization	8	4.00	7	3.86	8	3.88
INR-3-A-Literature Review	7	3.29	7	3.43	7	2.86
INR-3-B-Thesis Development	7	3.29	7	3.43	7	3.29
INR-3-C-Causal Explanation	7	3.29	7	3.57	7	3.43
INR-3-D-Data Sources	7	3.14	7	3.43	7	3.57
INR-5-A-Worldview Influence	3	4.00	5	3.20	8	4.00
INR-5-B-Worldview Development	3	4.00	5	3.20	8	4.00
INR-5-C-Practical Influence	3	4.00	5	3.20	8	4.00

ORU

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	
		n	score	n	score	n	score
1A	Biblical Literacy	11	3.83	12	3.92	8	3.92
1B	Spiritual Formation	3	3.50	25	4.00	11	4.00
2A	Critical Thinking, Creativity & Aesthetic Appreciation	41	3.69	66	3.28	50	3.86
2B	Global & Historical Perspectives	41	3.75	25	3.90	23	3.69
2C	Information Literacy	9	3.89	77	3.67	30	3.38
2D	Knowledge of the Physical & Natural World	3	3.25	11	3.39	3	2.75
3A	Healthy Lifestyle	6	2.50	40	2.48	6	2.50
3B	Physically Disciplined Lifestyle	25	3.24	30	3.00	41	3.26
4A	Ethical Reasoning & Behavior	27	3.50	91	3.90	26	3.70
4B	Intercultural Knowledge & Engagement	50	3.52	76	3.86	44	3.94
4C	Written & Oral Communication	45	3.35	99	3.33	83	3.57
4D	Leadership Capacity	50	3.48	137	3.67	54	3.60

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VII. Program Assessment Process Description

1. What is the *annual process and activities that contribute towards continuous improvement?* Examples may include:

   HHG has engaged in an annual assessment day for several years and covers all of the current program review period (2016-2020). The assessment day occurred during regular department meetings or as a special pre-semester meeting. All faculty were required to attend and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

   Evidence of these meetings is included and is labeled as “assessment catalog” or “assessment day”.

2. What process do you use to *implement your recommendations?*

   Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

3. How do you “close-the-feedback loop” and *review the effects of your changes*?

   The annual assessment day provides the opportunity to review if the changes implemented in specific courses have led to improvements in WPA program scores. Faculty also consider student and graduate comments and responses in student evaluations. At the present, the student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing the reflections and appendices students create in the internship and senior paper courses. Informal feedback comes from conversations with students after they graduate. While outside the formalized process, phone calls and visits from former students help us know the types of skills they need to succeed in HHG related career fields.

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VIII. Continuous Program Improvement Description

1. How have the results of assessment directly affected program changes for the future?

For each of the following questions:

- *Place any key documents that you reference in the folder with this document*
- *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
- *Describe when the activity took place*

1. Since 2016, *how have the results of assessment directly affected program changes for the future*?
   - Provide data used to support the need for improvement. Data may come from:
     i. ORU, program, artifact-rubric, and criterion line scores
     ii. Professional accreditation reviews, student surveys, alumni and stakeholder feedback, market reports, etc.
   - Changes may have taken place in the following areas:
     i. Course content, artifacts, and rubrics
     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
     iv. Updating program outcomes
     v. Updating a curriculum map
     vi. Updating the program's master rubric
   - As available, provide data that demonstrates the impact your changes had on meeting program outcomes. See trends in the data tables.

NOTE: For organizational purposes, this section is the summary narrative. The sections address specific elements of assessment and revision such as senior paper, feedback loops, future data, etc.… Those sections may refer back to this summary narrative.

The department has used program assessment information to make several changes and modifications across our majors and programs since 2016. These changes are summarized here and then expounded upon when necessary in other sections of the program review. In general, faculty meet once or twice a year to discuss the Whole Person Assessment (WPA) rubrics, criterion line scores, and general feedback from alumni and students. From these assessment review days, the faculty take action to improve or modify department programs.

2016-2017 was an important season for department assessment and has driven ongoing changes. The assessment review process illuminated the fact that department program learning outcomes (PLO) had not been built in a way that truly assessed field-specific learning for students, but more general-education-type student learning outcomes. Recognizing this allowed for more sincere conversations regarding department goals for the future as it relates to degree plan structures, course development, and general revision and updates. This also led to enthusiastic engagement with the idea of revising the curriculum in

many of the department's programs to match with the increasing frequency of our graduates going on to graduate education. We were also able to identify disconnects between the value the department places on internships (HHG 399) for student learning and the corresponding lack of support the department was providing in identifying his quality experiences in some programs. Proposed changes to the internship program were paused on account of the disruptions and uncertainties caused by the COVID-19 pandemic. However, a trial of curriculum and program modifications began in Fall 2021.

The 2016-2017 assessment review process ended with the Summer Assessment Institute where drafts of program PLOs, curriculum maps, and assessment plans were submitted for departmental revision and approved during the 2017-2018 year. Assessment packets, including PLOs, Curriculum Maps, Assessment Plans, Master Rubrics, and Artifact Rubrics were created and approved by the program faculty. These items were fully implemented in the 2018-19 school year. During the 2017-2018 year, focus groups were held with students in our programs, and the first systematic College of Arts and Cultural Studies (CACS) program review took place.

The 2017-2018 CACS systematic program review yielded mixed results for the department’s programs. Political Science (formerly Government), International Relations, International Community Development, and History rank in the top tier of programs in the college. Global Studies and Leadership Studies are at risk, primarily due to low enrollment and a lack of program dedicated full-time faculty. These are interdisciplinary programs built out of the existing program curriculum, which often creates advising challenges for students as they are unsure of where their “home” program fits. We are actively involved in a conversation regarding whether or not to terminate these programs or how to find dedicated resources to improve. Social Studies Education (SOSE) also landed as a weak program. However, SOSE students are essentially History majors with an additional course battery in professional education proctored by the College of Education. Because of this, the program name has been changed to History with a Professional Education Concentration so that program review data provides a more accurate depiction of enrollment and resources.

In response to the CACS program review and other university initiatives, all of the on-campus departmental programs received degree plan revisions and had the minimum number of hours required for graduation reduced to 120. Each of these degree plan revisions contained strategic restructuring to improve alignment with the newly established program learning outcomes. Based on student focus groups, we strongly believe these new degree plans will help clarify the goal and learning expectations for students.

Since the significant department review of 2016-2017 and the college review of 2017-2018, the department has engaged in continuous and incremental changes and modifications. 2018-20219 was spent implementing the changes from the department and college program reviews. Learning outcome data were collected for all 5 departmental outcomes. As this was our first academic year with our new outcomes and artifacts, the number of observations was few. Once data errors were cleaned up, we saw scores between 3 and 4 on a 4 point scale. We find these short terms results pleasing. It appears the curriculum adjustments we made while building the new outcomes, such as requiring all senior paper students to present their papers and also to include a worldview reflection as an appendix in their senior

paper, is allowing us to more consistently check on whether our students are learning what we had hoped.

Many of these changes were put on hold immediately following the initiation of the COVID-19 pandemic. However, during the 2019-2020 and then the 2020-2021 school years, the faculty made significant increases in the use of technology in the classroom. Emergency measures adopted in Spring 2020 became more commonplace in 2020-2021. Faculty moved many of their exams and course content onto ORU's learning management system (D2L). Both changes helped to improve student accessibility. Faculty became comfortable using video conferencing software. While the pedagogical effectiveness of live streaming a class is an ongoing debate, video conferencing has been tremendously beneficial for office hours, student meetings, and senior paper presentations.

Nevertheless, faculty continued to make revisions and modifications to the curriculum in response to assessment and stakeholder feedback. In 2020-2021, the senior paper and project curriculum was modified to create an informal sequencing between research methods (GOV 449) and senior paper (HHG 499). Assessment days and faculty feedback revealed that student projects were of inconsistent quality or off-topic. Incremental changes to the senior paper class and the sequence of classes seems to have improved student experience and project quality. Starting in 2020-2021 and in response to student and alumni feedback, we initiated a trial of revisions to the internship program (HHG 399) which includes more focus on professional development, expanding internship placement services, and partnering with other successful internship program classes on campus. Starting in 2020-2021, the International Community Development (ICD) program was renamed to International Development (ID) to help with recruiting and post-graduation placements. Also in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes.

At the college level, a reorganization in CACS means that the History, Humanities, and Government department was absorbed into new units. Beginning in the 2021-2022 school year, the Political Science (POLS), International Relations (INR), Global Studies (GLOB), Leadership Studies (LEAD), and International Development (ID – formerly ICD) joined with communication programs to create the School of Communication and Public Affairs. The History (HIS) and related programs joined with modern languages and other humanities programs to create the School of Liberal Arts. It is too early to tell the impacts of this realignment, but, the hope is that we can work across the School of Communication and Public Affairs to equip students with analytical and communications skills in high demand in the marketplace.

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?

   Senior papers and projects are a key part of our mastery-level assessment. While a single faculty member leads the class, faculty across the department are involved in the project development phase and as evaluators during senior paper presentations.

   Faculty expressed concern in 2018-2019 about inconsistent quality work and non-germane research topics in HHG 499 Senior Paper. This lead to curriculum and sequencing changes

in both HHG 499 and GOV 449 Political Science Research Methods. Starting in 2020-2021, the GOV 449 course pivoted towards a broader emphasis on research design. While the key assessment in the course remained a research proposal and presentation, students were now explicitly expected to use the GOV 449 research proposal as the foundation of their HHG 499 senior project. This created an informal sequencing encouraging students to take GOV 449 earlier than HHG 499. Additionally, curriculum changes in HHG 499 required that students meet with content experts in the department about their senior project. This ensures that students have feedback from multiple faculty in the design and execution of their senior papers.

The impacts of the disruptions caused by the COVID-19 pandemic make evaluating these curricula and sequencing changes difficult since they occurred during a non-normal school year. For example, tables B and C show that all rubrics and criteria lines now score above 3.0, but, the overall averages may have fallen since 2018. However, informal feedback from students and faculty suggests that the revisions to the classes and the sequencing of GOV 449 and HHG 499 have made the senior project process more manageable for students and led to more consistent project quality with more substantively interesting project topics. While optimistic about the informal responses, we are still waiting on more data to evaluate the full impact.

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.

   At the undergraduate level, there is no accreditation body for the programs in our department. Nevertheless, we are attentive to student and stakeholder feedback along with developments in professional environments where our students go.

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 open before 2016.

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?

   The department feedback loop consists of student opinion surveys, internship supervisor response forms in the HHG 399 Internship course, and informal communication by stakeholders with faculty. Alumni and community member stakeholders maintain good relationships with faculty and freely discuss the strengths and weaknesses of ORU. Informal channels include direct emails, in-person alumni visits, or similar. Alumni are active in various government agencies, working as staff for political leaders, practicing law, and involved in business or community organizations. Faculty are active with community organizations, which provides an additional avenue for learning community needs or getting feedback on internships. Feedback from stakeholders has resulted in consistent internship placements with the offices of specific political leaders and community organizations,

revisions to the internship (HHG 399) curriculum, and other changes as identified in the summary narrative.

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

   The department is waiting for more data on three key curriculum changes. As discussed elsewhere in this review, the senior paper and project curriculum and sequencing were modified in 2020-2021. At this point, we have informal responses and one year of rubric data. However, it is unclear how COVID-19 protocols may have affected the WPA and criterion line scores from 2020-2021. We are still waiting to see 2021-2022 before making further adjustments.

   Related, in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes. We are still waiting on more information and data before adjusting the artifact specific rubrics.

   The final key curriculum change has been in the internship program. In 2017, the faculty began a discussion about the internship program connected to the HHG 399 Internship course. Through the WPA assessment review process we were able to identify disconnects between the value the university places on internships for student learning and the corresponding lack of support the department was providing in identifying quality experiences in some programs. While the department has strong connections with political leaders in the region and a few government agencies, the internship course could improve the placement process and the professional development aspect of the curriculum. Two actions were taken.

   First, we began to promote the use of Handshake, an internship placement service used across the university. While faculty are often sent limited internship opportunities by past alumni, Handshake provides students with access to more options.

   Second, we began a three-semester trial of incorporating curriculum from other units on campus. In Fall 2021, we added a resume evaluation into the curriculum where students send their resumes to ORU career services for consolation. For Spring 2022 and all of 2022-2023, the faculty have merged the classroom elements of HHG 399 with the Communication internship. At the end of the trial period, the faculty will compare student outcomes and determine if and how to adjust the HHG 399 Internship program.

ORU

BA/BS Leadership Studies (LEAD)

Program Review | 2018-2021

Department Chair: Dr. Jason Pudlo
Assessment Coordinator: Dr. Marcela Chaván

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I. Number of Majors | 2018 - 2021

Residential:

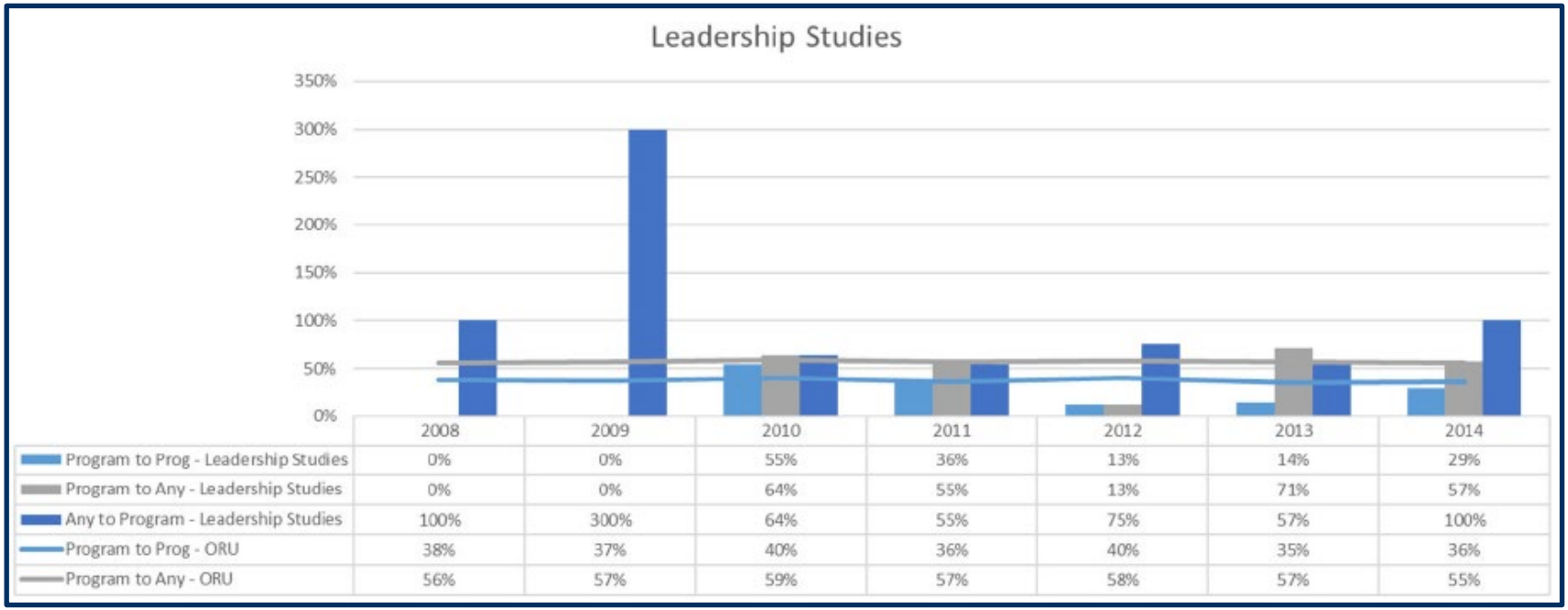
Fall 2018	Fall 2019	Fall 2020	Fall 2021
2	1	1	2

Online:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
21	19	19	25

ORU

II. Graduation Rate | Cohort of 2008 - 2014



	2008	2009	2010	2011	2012	2013	2014
Program to Prog - Leadership Studies	0%	0%	55%	36%	13%	14%	29%
Program to Any - Leadership Studies	0%	0%	64%	55%	13%	71%	57%
Any to Program - Leadership Studies	100%	300%	64%	55%	75%	57%	100%
Program to Prog - ORU	38%	37%	40%	36%	40%	35%	36%
Program to Any - ORU	56%	57%	59%	57%	58%	57%	55%

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III. Program Outcomes

#	Program Outcome (2021)
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.
4	Students will participate in a meaningful, practical, field-learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.

#	Program Outcome (2018)
1	Students will be able to understand, analyze, and communicate general knowledge of leadership theory and practice for public and non-profit institutions.
2	Students will be able to utilize and critique research to identify best practices for public and non-profit institutions.
3	Students will participate in a meaningful, practical, field learning experience.
4	Demonstrate the ability to apply their Christian faith and worldview to their leadership studies specialization to promote God's healing.

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IV. Artifact Descriptions

a. Residential

1. **Political Science Research Methods Final Research Design (GOV 449)** Students will create a research design/research prospectus as the research project for this class. Students will develop an annotated bibliography, define appropriate data sources and analytical techniques, and present their research design to the class in an informative and visually compelling manner.

2. **Political Science Research Methods Research Design Presentation (GOV 449)** Students will present their research design to the class in an informative and visually compelling manner.

3. **Department Internship Reflection Essay (HHG 399)** Students must participate in an internship/practicum. After the field experience, students reflect on the skills they developed, what they learned about faith in public life, and how the internship influenced future career goals.

4. **Department Internship and Feedback Form (HHG 399)** Student completes required time for the internship to the satisfaction of the professional mentor.

5. **Department Senior Paper (HHG 499)** Students develop and execute an original research project. Students develop an extensive annotated bibliography, substantive engagement with a particular research method, exposure to IRB and research ethics, and then present their findings in a professional/academic context.

6. **Department Senior Paper Presentation (HHG 499)** Students present the findings of their Senior paper in a professional/academic context. The topic's significance is detailed and comprehensive, with a clear, detailed and easily identifiable thesis. The student has good eye contact, pacing, use of English, signposts, and summaries to help the audience to follow along.

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b. Online

Artifact	Course Code	Course Name	Grade Item
1	LLDR 399	Leadership Studies Practicum	Week 7: Final paper due | Wk 7: Final Draft Paper OR WPA-LDR-OL-Final Project (LLDR 399P3)
2	LLDR 499	Capstone in Leadership Studies	Summary & Conclusion
3	LLDR 499	Capstone in Leadership Studies	Body of Paper
4	LLDR 499	Capstone in Leadership Studies	Outline & Annotated Bibliography
5	LLDR 499	Capstone in Leadership Studies	Week 7 - Final Draft | Final Draft OR WPA-LDR-OL-Senior Paper Final Draft (LLDR 499P7)
6	LLDR/LGOV 461	Public Policy Analysis	WPA-LDR-OL-Final Draft (LLDR/LGOV 499 P7) | Final Draft or "Same as Dropbox"
7	LLDR/LGOV 499	Senior Paper	WPA-LDR-OL-Final Draft (LGOV 499/LGOV P7) | Final Draft or "Same as Dropbox"

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V. Artifact and Program Outcome Alignment

a. Residential

#	Artifact	Program Outcome				
		1	2	3	4	5
1	Political Science Research Methods (GOV 449)	M	M	M		
2	Department Internship (HHG 399)				M	
3	Department Senior Paper (HHG 499)				M	M

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b. Online

Online Assessment Map

Artifact	Course Code	Course Name	Grade Item	CORE PROGRAM LEARNING OUTCOME #1	CORE PROGRAM LEARNING OUTCOME #2	CORE PROGRAM LEARNING OUTCOME #3	CORE PROGRAM LEARNING OUTCOME #4	CORE PROGRAM LEARNING OUTCOME #5
1	LLDR 399	Leadership Studies Practicum	Week 7: Final paper due | Wk 7: Final Draft Paper OR WPA-LDR-OL-Final Project (LLDR 399P3)				X	
2	LLDR 499	Capstone in Leadership Studies	Summary & Conclusion	X				X
3	LLDR 499	Capstone in Leadership Studies	Body of Paper		X			
4	LLDR 499	Capstone in Leadership Studies	Outline & Annotated Bibliography			X		
5	LLDR 499	Capstone in Leadership Studies	Week 7 - Final Draft | Final Draft OR WPA-LDR-OL-Senior Paper Final Draft (LLDR 499P7)	X	X	X		X
6	LLDR/LGOV 461	Public Policy Analysis	WPA-LDR-OL-Final Draft (LLDR/LGOV 499 P7) | Final Draft or "Same as Dropbox"	X	X	X		
7	LLDR/LGOV 499	Senior Paper	WPA-LDR-OL-Final Draft (LGOV 499/LGOV P7) | Final Draft or "Same as Dropbox"	X	X	X		X

ORU

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

1. Residential

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.	-	-	5	3.63	8	3.86
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.	4	3.50	7	3.70	10	3.70
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.	-	-	3	4.00	6	3.67
4	Students will participate in a meaningful, practical, field-learning experience.	2	4.00	9	3.83	12	3.83
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.	-	-	-	-	-	-

ORU

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

2. Online

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key concepts surrounding leading public and non-profit organizations.	16	3.50	16	3.81	20	3.45
2	Students will be able to effectively communicate analytical explanations and arguments regarding public and non-profit issues.	16	3.31	16	3.63	20	3.30
3	Students will demonstrate the skills needed to undertake undergraduate research.	16	3.63	17	3.65	22	3.27
4	Students will participate in a meaningful, practical, field learning experience.	15	3.80	5	3.60	7	3.43
5	Demonstrate the ability to apply their Christian faith and worldview to their leadership studies specialization to promote God's healing.	16	3.50	16	3.81	15	3.53

ORU

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

A. Artifact Outcomes

1. Residential

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-LEAD-Senior Paper Presentation/Defense	1	3.5	-	-	-	-
WPA-LEAD-Department Internship Documentation and Feedback Form	1	4	-	-	-	-

ORU

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

2. Online

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
Week 7: Final paper due | Wk 7: Final Draft Paper OR WPA-LDR-OL-Final Project (LLDR 399P3)	15	3.80	5	3.60	7	3.43
Summary & Conclusion	8	3.63	8	4.00	9	3.56
Body of Paper	8	3.25	8	3.63	9	3.22
Outline & Annotated Bibliography	8	3.88	9	3.67	11	3.18
Week 7 - Final Draft | Final Draft OR WPA-LDR-OL-Senior Paper Final Draft (LLDR 499P7)	8	3.38	8	3.63	5	3.40
WPA-LDR-OL-Final Draft (LLDR/LGOV 499 P7) | Final Draft or "Same as Dropbox"	-	-	-	-	5	3.20
WPA-LDR-OL-Final Draft (LGOV 499/LGOV P7) | Final Draft or "Same as Dropbox"	-	-	-	-	1	4.00

ORU

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

B. Criterion Outcomes

Criterion Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
LEAD-2-D-Oral Description	1	2.000	-	-	-	-
LEAD-2-E-Oral Argument	1	4.000	-	-	-	-
LEAD-2-F-Presentation Mechanics	1	4.000	-	-	-	-
LEAD-2-G-Speech Organization	1	4.000	-	-	-	-
LEAD-4-A-Internship Completion	1	4.000	-	-	-	-
LEAD-4-B-Mentor Review	1	4.000	-	-	-	-

ORU

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

C. 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	2	4.00	-	-	-	-	-	-	-	-	10	3.92
1B	Spiritual Formation	-	-	-	-	-	-	-	-	1	4.00	20	3.92
2A	Critical Thinking, Creativity & Aesthetic Appreciation	3	4.00	-	-	-	-	-	-	-	-	-	-
2B	Global & Historical Perspectives	5	4.00	-	-	-	-	-	-	-	-	-	-
2C	Information Literacy	-	-	-	-	-	-	-	-	-	-	-	-
2D	Knowledge of the Physical & Natural World	-	-	-	-	-	-	-	-	-	-	-	-
3A	Healthy Lifestyle	1	3.00	-	-	-	-	-	-	2	3.00	-	-
3B	Physically Disciplined Lifestyle	1	3.00	-	-	-	-	-	-	-	-	-	-
4A	Ethical Reasoning & Behavior	2	4.00	-	-	-	-	-	-	7	4.00	-	-
4B	Intercultural Knowledge & Engagement	3	3.67	-	-	-	-	-	-	4	4.00	-	-
4C	Written & Oral Communication	6	3.70	-	-	-	-	-	-	4	4.00	-	-
4D	Leadership Capacity	2	4.00	-	-	-	-	-	-	2	4.00	-	-

ORU

VII. Program Assessment Process Description

1. What is the *annual process and activities that contribute towards continuous improvement?* Examples may include:

   HHG has engaged in an annual assessment day for several years and covers all of the current program review period (2016-2020). The assessment day occurred during regular department meetings or as a special pre-semester meeting. All faculty were required to attend and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

   Evidence of these meetings is included and is labeled as “assessment catalog” or “assessment day”.

2. What process do you use to *implement your recommendations?*

   Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

3. How do you “close-the-feedback loop” and *review the effects of your changes*?

   The annual assessment day provides the opportunity to review if the changes implemented in specific courses have led to improvements in WPA program scores. Faculty also consider student and graduate comments and responses in student evaluations. At the present, the student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing the reflections and appendices students create in the internship and senior paper courses. Informal feedback comes from conversations with students after they graduate. While outside the formalized process, phone calls and visits from former students help us know the types of skills they need to succeed in HHG related career fields.

ORU

VIII. Continuous Program Improvement Description

1. How have the results of assessment directly affected program changes for the future?

For each of the following questions:

- *Place any key documents that you reference in the folder with this document*
- *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
- *Describe when the activity took place*

1. Since 2016, *how have the results of assessment directly affected program changes for the future*?
   - Provide data used to support the need for improvement. Data may come from:
     i. ORU, program, artifact-rubric, and criterion line scores
     ii. Professional accreditation reviews, student surveys, alumni and stakeholder feedback, market reports, etc.
   - Changes may have taken place in the following areas:
     i. Course content, artifacts, and rubrics
     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
     iv. Updating program outcomes
     v. Updating a curriculum map
     vi. Updating the program's master rubric
   - As available, provide data that demonstrates the impact your changes had on meeting program outcomes. See trends in the data tables.

NOTE: For organizational purposes, this section is the summary narrative. The sections address specific elements of assessment and revision such as senior paper, feedback loops, future data, etc.… Those sections may refer back to this summary narrative.

The department has used program assessment information to make several changes and modifications across our majors and programs since 2016. These changes are summarized here and then expounded upon when necessary in other sections of the program review. In general, faculty meet once or twice a year to discuss the Whole Person Assessment (WPA) rubrics, criterion line scores, and general feedback from alumni and students. From these assessment review days, the faculty take action to improve or modify department programs.

2016-2017 was an important season for department assessment and has driven ongoing changes. The assessment review process illuminated the fact that department program learning outcomes (PLO) had not been built in a way that truly assessed field-specific learning for students, but more general-education-type student learning outcomes. Recognizing this allowed for more sincere conversations regarding department goals for the future as it relates to degree plan structures, course development, and general revision and updates. This also led to enthusiastic engagement with the idea of revising the curriculum in

many of the department's programs to match with the increasing frequency of our graduates going on to graduate education. We were also able to identify disconnects between the value the department places on internships (HHG 399) for student learning and the corresponding lack of support the department was providing in identifying his quality experiences in some programs. Proposed changes to the internship program were paused on account of the disruptions and uncertainties caused by the COVID-19 pandemic. However, a trial of curriculum and program modifications began in Fall 2021.

The 2016-2017 assessment review process ended with the Summer Assessment Institute where drafts of program PLOs, curriculum maps, and assessment plans were submitted for departmental revision and approved during the 2017-2018 year. Assessment packets, including PLOs, Curriculum Maps, Assessment Plans, Master Rubrics, and Artifact Rubrics were created and approved by the program faculty. These items were fully implemented in the 2018-19 school year. During the 2017-2018 year, focus groups were held with students in our programs, and the first systematic College of Arts and Cultural Studies (CACS) program review took place.

The 2017-2018 CACS systematic program review yielded mixed results for the department’s programs. Political Science (formerly Government), International Relations, International Community Development, and History rank in the top tier of programs in the college. Global Studies and Leadership Studies are at risk, primarily due to low enrollment and a lack of program dedicated full-time faculty. These are interdisciplinary programs built out of the existing program curriculum, which often creates advising challenges for students as they are unsure of where their “home” program fits. We are actively involved in a conversation regarding whether or not to terminate these programs or how to find dedicated resources to improve. Social Studies Education (SOSE) also landed as a weak program. However, SOSE students are essentially History majors with an additional course battery in professional education proctored by the College of Education. Because of this, the program name has been changed to History with a Professional Education Concentration so that program review data provides a more accurate depiction of enrollment and resources.

In response to the CACS program review and other university initiatives, all of the on-campus departmental programs received degree plan revisions and had the minimum number of hours required for graduation reduced to 120. Each of these degree plan revisions contained strategic restructuring to improve alignment with the newly established program learning outcomes. Based on student focus groups, we strongly believe these new degree plans will help clarify the goal and learning expectations for students.

Since the significant department review of 2016-2017 and the college review of 2017-2018, the department has engaged in continuous and incremental changes and modifications. 2018-20219 was spent implementing the changes from the department and college program reviews. Learning outcome data were collected for all 5 departmental outcomes. As this was our first academic year with our new outcomes and artifacts, the number of observations was few. Once data errors were cleaned up, we saw scores between 3 and 4 on a 4 point scale. We find these short terms results pleasing. It appears the curriculum adjustments we made while building the new outcomes, such as requiring all senior paper students to present their papers and also to include a worldview reflection as an appendix in their senior

paper, is allowing us to more consistently check on whether our students are learning what we had hoped.

Many of these changes were put on hold immediately following the initiation of the COVID-19 pandemic. However, during the 2019-2020 and then the 2020-2021 school years, the faculty made significant increases in the use of technology in the classroom. Emergency measures adopted in Spring 2020 became more commonplace in 2020-2021. Faculty moved many of their exams and course content onto ORU's learning management system (D2L). Both changes helped to improve student accessibility. Faculty became comfortable using video conferencing software. While the pedagogical effectiveness of live streaming a class is an ongoing debate, video conferencing has been tremendously beneficial for office hours, student meetings, and senior paper presentations.

Nevertheless, faculty continued to make revisions and modifications to the curriculum in response to assessment and stakeholder feedback. In 2020-2021, the senior paper and project curriculum was modified to create an informal sequencing between research methods (GOV 449) and senior paper (HHG 499). Assessment days and faculty feedback revealed that student projects were of inconsistent quality or off-topic. Incremental changes to the senior paper class and the sequence of classes seems to have improved student experience and project quality. Starting in 2020-2021 and in response to student and alumni feedback, we initiated a trial of revisions to the internship program (HHG 399) which includes more focus on professional development, expanding internship placement services, and partnering with other successful internship program classes on campus. Starting in 2020-2021, the International Community Development (ICD) program was renamed to International Development (ID) to help with recruiting and post-graduation placements. Also in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes.

At the college level, a reorganization in CACS means that the History, Humanities, and Government department was absorbed into new units. Beginning in the 2021-2022 school year, the Political Science (POLS), International Relations (INR), Global Studies (GLOB), Leadership Studies (LEAD), and International Development (ID – formerly ICD) joined with communication programs to create the School of Communication and Public Affairs. The History (HIS) and related programs joined with modern languages and other humanities programs to create the School of Liberal Arts. It is too early to tell the impacts of this realignment, but, the hope is that we can work across the School of Communication and Public Affairs to equip students with analytical and communications skills in high demand in the marketplace.

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?

   Senior papers and projects are a key part of our mastery-level assessment. While a single faculty member leads the class, faculty across the department are involved in the project development phase and as evaluators during senior paper presentations.

   Faculty expressed concern in 2018-2019 about inconsistent quality work and non-germane research topics in HHG 499 Senior Paper. This lead to curriculum and sequencing changes

in both HHG 499 and GOV 449 Political Science Research Methods. Starting in 2020-2021, the GOV 449 course pivoted towards a broader emphasis on research design. While the key assessment in the course remained a research proposal and presentation, students were now explicitly expected to use the GOV 449 research proposal as the foundation of their HHG 499 senior project. This created an informal sequencing encouraging students to take GOV 449 earlier than HHG 499. Additionally, curriculum changes in HHG 499 required that students meet with content experts in the department about their senior project. This ensures that students have feedback from multiple faculty in the design and execution of their senior papers.

The impacts of the disruptions caused by the COVID-19 pandemic make evaluating these curricula and sequencing changes difficult since they occurred during a non-normal school year. For example, tables B and C show that all rubrics and criteria lines now score above 3.0, but, the overall averages may have fallen since 2018. However, informal feedback from students and faculty suggests that the revisions to the classes and the sequencing of GOV 449 and HHG 499 have made the senior project process more manageable for students and led to more consistent project quality with more substantively interesting project topics. While optimistic about the informal responses, we are still waiting on more data to evaluate the full impact.

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.

   At the undergraduate level, there is no accreditation body for the programs in our department. Nevertheless, we are attentive to student and stakeholder feedback along with developments in professional environments where our students go.

   Online: With the expected addition of a doctoral degree in Leadership Studies by 2023, a request was made and approved to change the *Course* prefixes of the Bachelor of Science in Leadership Studies (LDR-OL) from LEAD to LOR. affects 3 courses, 399; 499; 999

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.

   The online B.S. in Leadership Studies degree (LDR-OL) was launched the Fall of 2010. The undergraduate major allowed for working adults to transfer in more credits than other more prescribed online degrees.

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?

   The department feedback loop consists of student opinion surveys, internship supervisor response forms in the HHG 399 Internship course, and informal communication by

stakeholders with faculty. Alumni and community member stakeholders maintain good relationships with faculty and freely discuss the strengths and weaknesses of ORU. Informal channels include direct emails, in-person alumni visits, or similar. Alumni are active in various government agencies, working as staff for political leaders, practicing law, and involved in business or community organizations. Faculty are active with community organizations, which provides an additional avenue for learning community needs or getting feedback on internships. Feedback from stakeholders has resulted in consistent internship placements with the offices of specific political leaders and community organizations, revisions to the internship (HHG 399) curriculum, and other changes as identified in the summary narrative.

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

   The department is waiting for more data on three key curriculum changes. As discussed elsewhere in this review, the senior paper and project curriculum and sequencing were modified in 2020-2021. At this point, we have informal responses and one year of rubric data. However, it is unclear how COVID-19 protocols may have affected the WPA and criterion line scores from 2020-2021. We are still waiting to see 2021-2022 before making further adjustments.

   Related, in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes. We are still waiting on more information and data before adjusting the artifact specific rubrics.

   The final key curriculum change has been in the internship program. In 2017, the faculty began a discussion about the internship program connected to the HHG 399 Internship course. Through the WPA assessment review process we were able to identify disconnects between the value the university places on internships for student learning and the corresponding lack of support the department was providing in identifying quality experiences in some programs. While the department has strong connections with political leaders in the region and a few government agencies, the internship course could improve the placement process and the professional development aspect of the curriculum. Two actions were taken.

   First, we began to promote the use of Handshake, an internship placement service used across the university. While faculty are often sent limited internship opportunities by past alumni, Handshake provides students with access to more options.

   Second, we began a three-semester trial of incorporating curriculum from other units on campus. In Fall 2021, we added a resume evaluation into the curriculum where students send their resumes to ORU career services for consolation. For Spring 2022 and all of 2022-2023, the faculty have merged the classroom elements of HHG 399 with the Communication internship. At the end of the trial period, the faculty will compare student outcomes and determine if and how to adjust the HHG 399 Internship program.

ORU

Master of Organizational Leadership

(Formerly Masters of Arts in Leadership)

Program Review | 2018-2021

Assistant Dean: Dr. Jay Gary
Department Chair: Dr. Jason Pudlo
Assessment Coordinator: Dr. Marcela Chaván

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ORU

I. Number of Majors | 2018 – 2021

Online:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
n/a	19	29	38

II. Graduation Rate | Cohort of 2008 - 2014

Not available as program began in 2019.

ORU

III. Program Outcomes

#	Program Outcome
1	LEARNING: Evaluates their personal and professional development as a self-regulating system of spiritual, social, behavioral, and environmental factors. a. Identifies -Needs for development based on personal strengths and weaknesses b. Constructs - A system of self-evaluation of feedback from others c. Initiates -- self-directed study that may lead to further specialization
2	KNOWLEDGE: Articulates their specialized work, in terms of a critical understanding of leadership theories, its schools of practice, and its relationship to allied fields. a. Illustrates - understanding of leadership theories through written coursework and dialogue b. Categorizes - Diverse leadership theories through multiple taxonomies c. Interprets - Complex leadership ideas and communicates those ideas in simplified language
3	COMMUNICATION: Discusses ideas, problems, and solutions with both specialist and non-specialists, using appropriate evidence and media to sustain their arguments. a. Applies - appropriate problem-solving techniques b. Analyzes - complex situations and develops hypotheses for the current state of affairs c. Develops - solutions and selects appropriate methods for influencing essential actions
4	RESPONSIBILITY: Takes responsibility for innovative team projects in complex contexts, including organization and community-wide projects. a. Relates - critical issues to the needs of others b. Devises - research-based solutions based on collaborative efforts c. Demonstrates - initiative to lead people and manage projects
5	JUDGMENT: Performs critical analysis and evaluations with incomplete information to solve problems and reconcile contrasting views. a. Appraises - the position of others without bias b. Assesses - situations and people to determine the root cause of contrasting views c. Critiques - the position of others with critical thinking

ORU

IV. Artifact Descriptions

Artifact Descriptions
Format: Name of Artifact (Course) Description. 1. **WPA-MLDR-OL-Issue Analysis Report** (GLDR 553) This assesses a major Project in a course entitled, Thought and Sector Leadership. This artifact is measured by 3 criteria lines under PLO: 5. JUDGMENT: Performs critical analysis and evaluations with incomplete information to solve problems and reconcile contrasting views. Project 3: Issue Analysis Report – students develop a multi-part issues audit reflecting the views of client organization and offer suggestions on how they might improve their anticipatory management to frame and advance public policy issues that they face right now and in the future. Exemplary projects (a) prioritize: gather survey data from managers that help segment issues into category I, II and III priorities--this can be done informally through interview questions or formally through an excel form, (b) brief: apply Molitor's model of change to a specific category I issue, with data points that illuminate the past, present and future trajectories of its progression curve, and (c) recommend: specific internal steps on how an IM function might be upgraded or established to frame and contain risks. A decision process model or accountability model of anticipatory management helps here. 2. **WPA-MLDR-OL-Final Draft** (GLDR 593) This assesses the final draft of their capstone project in a course entered Capstone Project. The project can be: a publishable manuscript (e-book), a multi-session training program, an applied organizational project, or a formal research thesis. The student must develop the product and test the product, based on feedback from an audience. This artifact is measured by 6 criteria lines. Three are under PLO 2. KNOWLEDGE: Articulates their specialized work, in terms of a critical understanding of leadership theories, its schools of practice, and its relationship to allied fields. Three are under PLO 4: RESPONSIBILITY: Takes responsibility for innovative team projects in complex contexts, including organization and community-wide projects. 3. **WPA-MLDR-OL-Capstone Presentation** (GLDR 595). This assesses a capstone presentation that candidates make to their cohort and guests at a virtual ORU Leadership Summit hosted by the MOL program director and the instructor. Students use technology to effectively deliver a motivational message that uses visual aids, and demonstrate their effectiveness as a public speaker through documentation. This artifact is measured by 6 criteria lines. Three are under PLO 1. KNOWLEDGE: Articulates their specialized work, in terms of a critical understanding

ORU

of leadership theories, its schools of practice, and its relationship to allied fields. Three are under PLO 1: LEARNING: Evaluates their personal and professional development as a self-regulating system of spiritual, social, behavioral, and environmental factors. Three are under PLO 3: COMMUNICATION: Discusses ideas, problems, and solutions with both specialist and non-specialists, using appropriate evidence and media to sustain their arguments.

Artifact	Course Code	Course Name	Dropbox Name
1	GMAL 553	Thought and Sector Leadership	WPA-MLDR-OL-Issue Analysis Report (GMAL 553P3)
2	GMAL 593	Capstone Project	WPA-MLDR-OL-Final Draft (GMAL 593P6)
3	GMAL 595	Capstone Presentation	WPA-MLDR-OL-Capstone Presentation (GMAL 595P7)

ORU

V. Artifact and Program Outcome Alignment

Online Assessment Map				CORE PROGRAM LEARNING OUTCOME #1	CORE PROGRAM LEARNING OUTCOME #2	CORE PROGRAM LEARNING OUTCOME #3	CORE PROGRAM LEARNING OUTCOME #4	CORE PROGRAM LEARNING OUTCOME #5		
Artifact	**Course Code**	**Course Name**	**Dropbox Name**							
1	GMAL 553	Thought and Sector Leadership	WPA-MLDR-OL-Issue Analysis Report (GMAL 553P3)					X		
2	GMAL 593	Capstone Project	WPA-MLDR-OL-Final Draft (GMAL 593P6)		X		X			
3	GMAL 595	Capstone Presentation	WPA-MLDR-OL-Capstone Presentation (GMAL 595P7)	X		X				

ORU

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	
		n	score	n	score	n	score
1	LEARNING: Evaluates their personal and professional development as a self-regulating system of spiritual, social, behavioral, and environmental factors.	-	-	5	4.00	10	3.70
2	KNOWLEDGE: Articulates their specialized work, in terms of a critical understanding of leadership theories, its schools of practice, and its relationship to allied fields.	-	-	5	3.60	10	3.70
3	COMMUNICATION: Discusses ideas, problems, and solutions with both specialist and non-specialists, using appropriate evidence and media to sustain their arguments.	-	-	5	4.00	10	3.70
4	RESPONSIBILITY: Takes responsibility for innovative team projects in complex contexts, including organization and community-wide projects.	-	-	5	3.60	10	3.70
5	JUDGMENT: Performs critical analysis and evaluations with incomplete information to solve problems and reconcile contrasting views.	-	-	5	3.40	12	3.50

ORU

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

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-MLDR-OL-Issue Analysis Report (GMAL 553P3)	-	-	5	3.40	12	3.50
WPA-MLDR-OL-Final Draft (GMAL 593P6)	-	-	5	3.60	10	3.70
WPA-MLDR-OL-Capstone Presentation (GMAL 595P7)	-	-	5	4.00	10	3.70

ORU

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	
	n	score	n	score	n	score
MLDR-OL-1-A-Learning Identifies	-	-	-	-	5	4.00
MLDR-OL-1-B-Learning Constructs	-	-	-	-	5	4.00
MLDR-OL-1-C-Learning Initiates	-	-	-	-	5	3.60
MLDR-OL-2-A-Knowledge Illustrates	-	-	-	-	5	3.00
MLDR-OL-2-B-Knowledge Categorizes	-	-	-	-	5	3.40
MLDR-OL-2-C-Knowledge Interprets	-	-	-	-	5	4.00
MLDR-OL-3-A-Communication Applies	-	-	-	-	5	3.80
MLDR-OL-3-B-Communication Analyzes	-	-	-	-	5	3.80
MLDR-OL-3-C-Communication Develops	-	-	-	-	5	4.00
MLDR-OL-4-A-Responsibility Relates	-	-	-	-	5	4.00
MLDR-OL-4-B-Responsibility Devises	-	-	-	-	5	4.00
MLDR-OL-4-C-Responsibility Demonstrates	-	-	-	-	5	3.60

ORU

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

D. University Whole Person Outcomes

Not available.

ORU

VII. Program Assessment Process Description

1. What is the *annual process and activities that contribute towards continuous improvement?* Examples may include:

   HHG has engaged in an annual assessment day for several years and covers all of the current program review period (2016-2020). The assessment day occurred during regular department meetings or as a special pre-semester meeting. All faculty were required to attend and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

   Evidence of these meetings is included and is labeled as “assessment catalog” or “assessment day”.

2. What process do you use to *implement your recommendations?*

   Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

3. How do you “close-the-feedback loop” and *review the effects of your changes*?

   The annual assessment day provides the opportunity to review if the changes implemented in specific courses have led to improvements in WPA program scores. Faculty also consider student and graduate comments and responses in student evaluations. At the present, the student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing the reflections and appendices students create in the internship and senior paper courses. Informal feedback comes from conversations with students after they graduate. While outside the formalized process, phone calls and visits from former students help us know the types of skills they need to succeed in HHG related career fields.

ORU

VIII. Continuous Program Improvement Description

- No on-campus master's degree in Organizational Leadership existed at ORU. Based on 2017 custom Hanover Market research establishing student demand, labor demand and competitive landscape, ORU's History/Humanities / Government faculty approved this 30-credit program in January of 2018. An HLC Application was submitted in March of 2018. This program was listed in the 2018-2019 catalog, with a Fall 2019 launch.
- Fall 2021: Program enrollments have grown to a steady state of 36 students, meeting 2nd year pro-forma targets.
- Incremental clarity curriculum changes have been made by ORU Online, in response to the submission of faculty tickets.
- With the expected addition of a doctoral degree in Leadership Studies by 2023, a request was made and approved to change the *Course* prefixes of the Master of Organizational Leadership (MLDR-OL) from GMOL to GLDR. affects 14 courses: 502 to 683 Note: on MLDR-OL, this modifies a January CCP which requested change in prefixes from GMAL to GMOL. #2 of this CCP would change course prefixes to GLDR, example: instead of GMOL 513; it would be GLDR 513

ORU

BS Media Production

Program Review | 2018-2021

Department Chair: Dr. Cristi Freudenrich
Assessment Coordinator: Dr. Marcela Chaván

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ORU

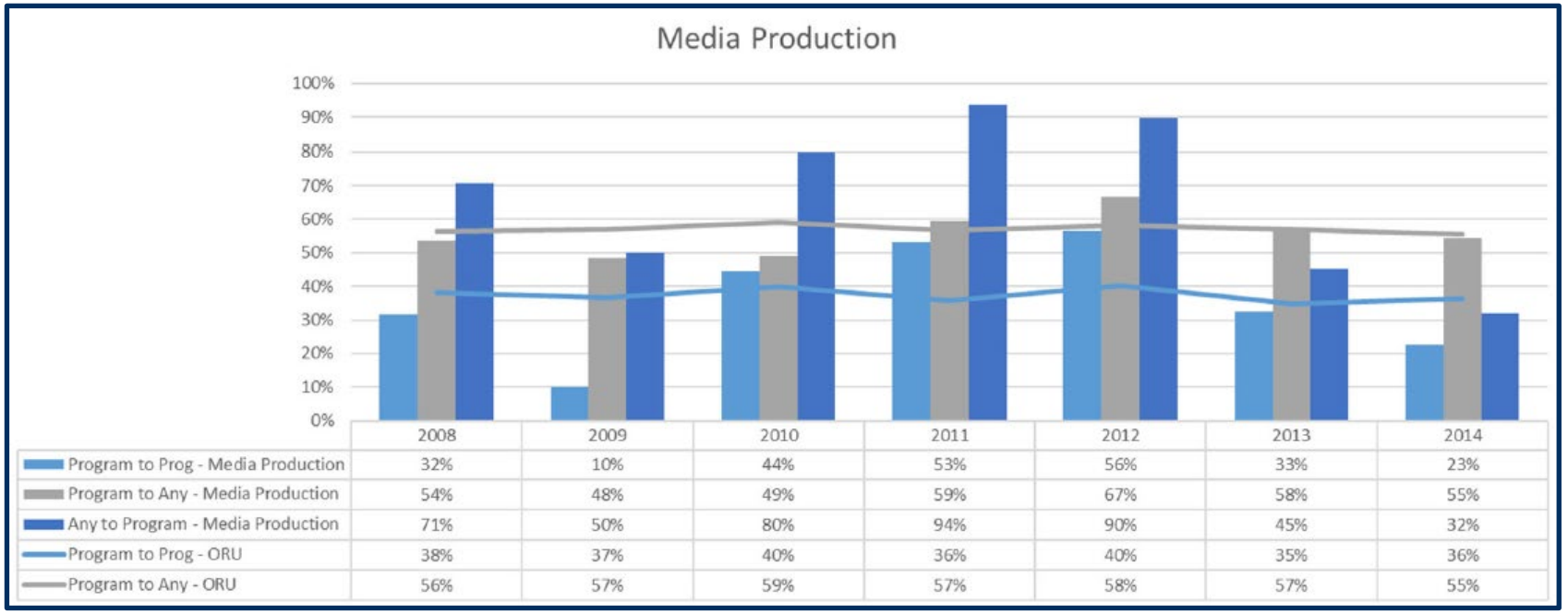
I. Number of Majors | 2018 - 2021

Residential:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
0	6	9	16

ORU

II. Graduation Rate | Cohort of 2008 - 2014



	2008	2009	2010	2011	2012	2013	2014
Program to Prog - Media Production	32%	10%	44%	53%	56%	33%	23%
Program to Any - Media Production	54%	48%	49%	59%	67%	58%	55%
Any to Program - Media Production	71%	50%	80%	94%	90%	45%	32%
Program to Prog - ORU	38%	37%	40%	36%	40%	35%	36%
Program to Any - ORU	56%	57%	59%	57%	58%	57%	55%

ORU

III. Program Outcomes

#	Program Outcome – Drama – Television – Film
1	Aesthetic Appreciation: Develop an aesthetic appreciation as a performing creative artist grounded in a solid knowledge of history and current practices and demonstrate (CONT)
2	Critical Thinking: Demonstrate the ability to use critical thinking skills in assessing personal performances and other performances, both amateur and professional, and (CONT)
3	Communication Skills: Demonstrate communication skills by using dramatic conventions and forms, focused listening, and functioning effectively in a variety of (CONT)
4	Emotional Truth: Demonstrate the ability to convincingly create and live in imaginary circumstances, conveying to an audience a sense of emotional truth via live (CONT)
5	Research Skills: Demonstrate research skills in written, visual and/or oral forms in order to articulate a conceptual approach to a theatrical production.
6	Worldview: Demonstrate biblical/ethical behavior based upon a Christian worldview as it relates to all facets of the production process and the role of theater in our society.
7	Craft Awareness: Develop an awareness of and skill in using elements and principles of design to enhance the quality of a theatrical production.
8	Storytelling and Scriptwriting: Demonstrate competency in the processes of storyline development.

ORU

IV. Artifact Descriptions

Not Available

ORU

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
14																

ORU

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

No data is available.

ORU

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

B. Artifact Outcomes

No data is available.

ORU

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

C. Criterion Outcomes

No data is available.

ORU

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	
		n	score	n	score	n	score
1A	Biblical Literacy	-	-	-	-	-	-
1B	Spiritual Formation	-	-	-	-	-	-
2A	Critical Thinking, Creativity & Aesthetic Appreciation	-	-	1	4.00	3	2.67
2B	Global & Historical Perspectives	-	-	-	-	-	-
2C	Information Literacy	-	-	-	-	-	-
2D	Knowledge of the Physical & Natural World	-	-	-	-	1	2.00
3A	Healthy Lifestyle	-	-	-	-	-	-
3B	Physically Disciplined Lifestyle	-	-	-	-	1	3.00
4A	Ethical Reasoning & Behavior	-	-	-	-	-	-
4B	Intercultural Knowledge & Engagement	-	-	-	-	-	-
4C	Written & Oral Communication	-	-	-	-	1	2.00
4D	Leadership Capacity	-	-	4	4.00	-	-

ORU

VII. Program Assessment Process Description and Continuous Improvement

The media faculty met at the beginning of the fall semester 2021 and evaluated the requirements for the degrees.

Based on our observation: the incoming students already have a grasp on editing. So, instead of waiting for the second semester sophomore year to take the TVF 233 Production Software class we concluded that it would be helpful for students to take it earlier in their degree.

We placed them in the Spring semester of their Freshman year.

This has an additional benefit, offering TVF 233 Production Software and TVF 232 Field Production and Editing concurrently frees up the TVF 232 Field Production and Editing class from teaching editing, giving more time for field production.

We also observed that some students were taking classes out of order. In order to make it clear to the students of what classes should be taken each semester, we changed the course numbers of the following classes:

From:	**To:**
TVF 233 Production Software	TVF 133
TVF 232 Field Production and Editing	TVF 132
TVF 128 Principles of Audio Production	TVF 238
TVF 318 Fundamentals of Screenwriting	TVF 218
TVF 337 Film Directing and Producing	TVF 287
TVF 329 Advanced TV Production	TVF 429
TVF 350 Advanced Post Production Techniques	TVF 450
TVF 355 Advanced Film Directing	TVF 455

In order to make the names more accurately to the class content, we changed the following course names:

From:	**To:**
Field Production and Editing	Field Production
Advanced Film Directing	Advanced Filmmaking
Media & Pop Culture	Digital Society

To consolidate the course subject codes, we updated and group them under DCM (Digital Communication)

From:	**To:**
MMC 104 Media & Pop Culture	DCM 100 Digital Society
ART 365 Digital Photography	DCM 103 Digital Photography
INT 101 Digital Composition	DCM 101 Digital Composition
INT 200 Web Design	DCM 200 Web Design

In order to provide an ethics class in each semester, we added an option. Now students can take COM 401 Communication Ethics in the fall or JRN 321 Media Law & Ethics in the spring.

In order to give directions to the student's choices of the SIC Courses we indicated in our DPS the following recommendations COM/GEN 346 Gaming, COM/GEN 401 Communication and Ethics, GEN 434 Game Theory and Politics

In evaluating our program outcomes throughout the Summer we identified outcome duplication and determined that eliminating TVF-140 Digital Storytelling and MMC 489 Campaign Strategy would not negatively impact our program and the outcomes would be covered in other courses. For instance PRP 327 Social Media Management, ADV 221 Branding, Promotions and Storytelling.

ORU

BA Political Science

Program Review | 2018-2021

Department Chair: Dr. Jason Pudlo
Assessment Coordinator: Dr. Marcela Chaván

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ORU

I. Number of Majors | 2018 - 2021

Residential:

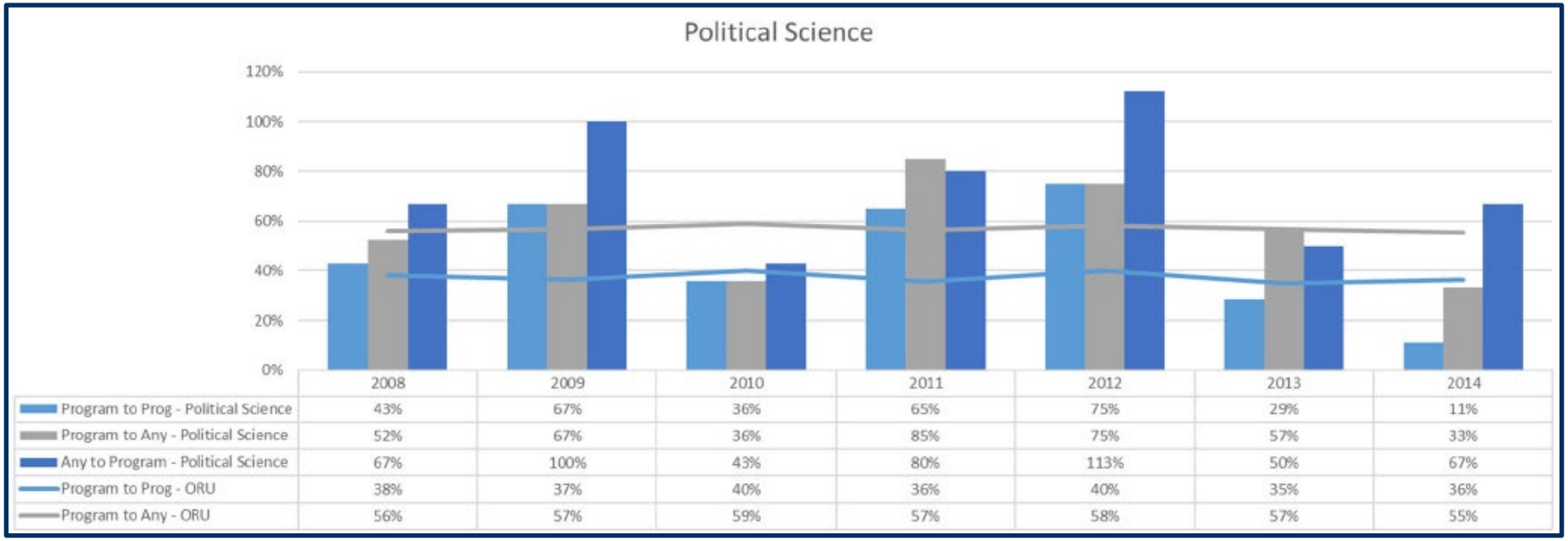
Fall 2018	Fall 2019	Fall 2020	Fall 2021
13	29	30	32

Online:

Fall 2018	Fall 2019	Fall 2020	Fall 2021
		6	6

ORU

II. Graduation Rate | Cohort of 2008 - 2014



	2008	2009	2010	2011	2012	2013	2014
Program to Prog - Political Science	43%	67%	36%	65%	75%	29%	11%
Program to Any - Political Science	52%	67%	36%	85%	75%	57%	33%
Any to Program - Political Science	67%	100%	43%	80%	113%	50%	67%
Program to Prog - ORU	38%	37%	40%	36%	40%	35%	36%
Program to Any - ORU	56%	57%	59%	57%	58%	57%	55%

ORU

III. Program Outcomes

#	Program Outcome (2021)
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.
4	Students will participate in a meaningful, practical, field-learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.

#	Program Outcome (2018)
1	Students will demonstrate the ability to think critically about key political concepts.
2	Students will be able to effectively communicate effective political science explanations and arguments.
3	Students will demonstrate the skills needed to undertake undergraduate political science research.
4	Students will participate in a meaningful, practical, field learning experience.
5	Demonstrate the ability to apply their Christian faith and worldview to their political science specialization to promote God's healing.

ORU

IV. Artifact Descriptions

1. Residential

1. **Political Science Research Methods Final Research Design (GOV 449)** Students will create a research design/research prospectus as the research project for this class. Students will develop an annotated bibliography, define appropriate data sources and analytical techniques, and present their research design to the class in an informative and visually compelling manner.

2. **Political Science Research Methods Research Design Presentation (GOV 449)** Students will present their research design to the class in an informative and visually compelling manner.

3. **Department Internship Reflection Essay (HHG 399)** Students must participate in an internship/practicum. After the field experience, students reflect on the skills they developed, what they learned about faith in public life, and how the internship influenced future career goals.

4. **Department Internship and Feedback Form (HHG 399)** Student completes required time for the internship to the satisfaction of the professional mentor.

5. **Department Senior Paper (HHG 499)** Students develop and execute an original research project. Students develop an extensive annotated bibliography, substantive engagement with a particular research method, exposure to IRB and research ethics, and then present their findings in a professional/academic context.

6. **Department Senior Paper Presentation (HHG 499)** Students present the findings of their Senior paper in a professional/academic context. The topic's significance is detailed and comprehensive, with a clear, detailed and easily identifiable thesis. The student has good eye contact, pacing, use of English, signposts, and summaries to help the audience to follow along.

ORU

7. Online

Artifact	Course Code	Course Name	Dropbox Name | Grade Item Name
1	LGOV 461	Public Policy Analysis	WPA-POLS-OL-Final Policy Analysis (LGOV 461P4) | Final Policy Analysis or "Same as Dropbox"
2	LGOV 499	Senior Paper	WPA-POLS-OL-Final Draft (LGOV 499 P7) | Final Draft or "Same as Dropbox"
3	LGOV 499	Senior Paper	Summary & Conclusion
4	LGOV 499	Senior Paper	Body of Paper
5	LGOV 499	Senior Paper	Outline & Annotated Bibliography

ORU

V. Artifact and Program Outcome Alignment

1. Residential

#	Artifact	Program Outcome				
		1	2	3	4	5
1	Political Science Research Methods (GOV 449)	M	M	M		
2	Department Internship (HHG 399)				M	
3	Department Senior Paper (HHG 499)				M	M

ORU

2. Online

Online Assessment Map				CORE PROGRAM LEARNING OUTCOME #1	CORE PROGRAM LEARNING OUTCOME #2	CORE PROGRAM LEARNING OUTCOME #3	CORE PROGRAM LEARNING OUTCOME #4	CORE PROGRAM LEARNING OUTCOME #5	CORE PROGR
Artifact	**Course Code**	**Course Name**	**Dropbox Name | Grade Item Name**						
1	LGOV 461	Public Policy Analysis	WPA-POLS-OL-Final Policy Analysis (LGOV 461P4) | Final Policy Analysis or "Same as Dropbox"	X	X	X			
2	LGOV 499	Senior Paper	WPA-POLS-OL-Final Draft (LGOV 499 P7) | Final Draft or "Same as Dropbox"	X	X	X		X	
3	LGOV 499	Senior Paper	Summary & Conclusion	X				X	
4	LGOV 499	Senior Paper	Body of Paper		X				
5	LGOV 499	Senior Paper	Outline & Annotated Bibliography			X			

ORU

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

1. Residential

Note that GOV and POLS may be separated due to the name change and teach-out even though both programs rely on the same courses.

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key Public Affairs concepts.	39	3.89	39	3.37	57	3.95
2	Students will be able to effectively communicate effective Public Affairs explanations and arguments.	111	3.67	95	3.68	129	3.67
3	Students will demonstrate the skills and perseverance needed to undertake undergraduate Public Affairs research.	52	3.48	52	3.40	76	3.51
4	Students will participate in a meaningful, practical, field-learning experience.	12	3.87	-	-	2	4.00
5	Demonstrate the ability to apply their Christian faith and worldview to their Public Affairs specialization to promote God's healing.	33	3.46	21	2.79	42	4.00

*This data not available for the Government (GOV) teach-out following the 2018 name change.

ORU

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

2. Online

#	Program Outcome	2018 - 2019		2019 - 2020		2020 - 2021	
		n	score	n	score	n	score
1	Students will demonstrate the ability to think critically about key political concepts.	16	3.56	9	3.56	9	3.22
2	Students will be able to effectively communicate effective political science explanations and arguments.	15	3.60	9	3.56	9	3.11
3	Students will demonstrate the skills needed to undertake undergraduate political science research.	17	3.65	9	3.44	10	3.20
4	Students will participate in a meaningful, practical, field learning experience.	-	-	-	-	-	-
5	Demonstrate the ability to apply their Christian faith and worldview to their political science specialization to promote God's healing.	7	3.43	2	4.00	6	3.33

ORU

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

B. Artifact Outcomes

1. Residential

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-POLS-Department Internship Documentation and Feedback Form (HHG 399)	6	3.88	-	-	1	4.00
WPA-POLS-Department Internship Reflection Essay (HHG 399)	6	3.83	-	-	2	4.00
WPA-POLS-Final Research Design (GOV 449)	8	3.24	6	3.27	7	3.60
WPA-POLS-Research Design Presentation (GOV 449)	10	3.98	6	4.00	6	3.75
WPA-POLS-Final Senior Paper (HHG 499)	5	3.85	7	3.23	12	3.76
WPA-POLS-Senior Paper Presentation Defense (HHG 499)	8	3.75	8	3.58	12	3.75

Displays the combined results from GOV and POLS

ORU

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

2. Online

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
WPA-POLS-OL-Final Policy Analysis (LGOV 461P4) | Final Policy Analysis or "Same as Dropbox"	9	3.67	7	3.43	3	3.00
WPA-POLS-OL-Final Draft (LGOV 499 P7) | Final Draft or "Same as Dropbox"	4	3.75	1	4.00	3	3.33
Summary & Conclusion	3	3.00	1	4.00	3	3.33
Body of Paper	2	3.00	1	4.00	3	3.00
Outline & Annotated Bibliography	4	3.50	1	3.00	4	3.25

ORU

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			
	Residential		Online		Residential		Online		Residential		Online	
	n	score	n	score	n	score	n	score	n	score	n	score
POLS-1-A-Concept Description	13	3.85	-	-	13	3.46	-	-	19	4.00	1	4.00
POLS-1-B-Concept Explanation	13	3.85	-	-	13	3.38	-	-	19	4.00	1	3.00
POLS-1-C-Concept Evaluation	13	3.77	-	-	13	3.08	-	-	19	3.84	1	4.00
POLS-2-A-Written Description	13	3.92	-	-	13	3.77	-	-	19	3.89	1	4.00
POLS-2-B-Written Argument	13	3.38	-	-	13	3.85	-	-	19	3.32	1	4.00
POLS-2-C-Mechanics and Style	13	2.69	-	-	13	3.00	-	-	19	3.42	1	3.00
POLS-3-A-Literature Review	13	3.15	-	-	13	3.08	-	-	19	3.11	1	3.00
POLS-3-B-Thesis Development	13	3.31	-	-	13	3.62	-	-	19	3.47	1	4.00
POLS-3-C-Causal Explanation	13	3.23	-	-	13	3.54	-	-	19	3.32	1	4.00
POLS-3-D-Data Sources	13	3.00	-	-	13	3.31	-	-	19	3.89	1	4.00
POLS-5-A-Worldview Influence	11	3.45	-	-	7	2.71	-	-	14	4.00	1	3.00
POLS-5-B-Worldview Development	11	3.36	-	-	7	2.86	-	-	14	4.00	1	4.00
POLS-5-C-Practical Influence	11	3.09	-	-	7	2.86	-	-	14	4.00	1	4.00
POLS-2-D-Oral Description	18	3.89	-	-	14	3.86	-	-	18	3.94	-	-
POLS-2-E-Oral Argument	18	3.83	-	-	14	3.71	-	-	18	3.67	-	-
POLS-2-F-Presentation Mechanics	18	3.94	-	-	14	3.93	-	-	18	3.61	-	-
POLS-2-G-Presentation Organization	18	3.78	-	-	14	3.86	-	-	18	3.78	-	-
POLS-4-A-Internship Completion	6	4.00	-	-	-	-	-	-	1	4.00	-	-
POLS-4-B-Professional Mentoring Response	6	3.83	-	-	-	-	-	-	1	4.00	-	-

Displays the combined results from GOV and POLS

ORU

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

D. University Whole Person Outcomes

1. Political Science

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	14	3.95	-	-	1	3.00	-	-	31	3.83	-	-
1B	Spiritual Formation	5	4.00	-	-	15	3.86	-	-	48	3.66	-	-
2A	Critical Thinking, Creativity & Aesthetic Appreciation	19	3.80	-	-	51	3.70	-	-	51	3.48	-	-
2B	Global & Historical Perspectives	14	3.72	-	-	15	3.86	-	-	8	3.87	-	-
2C	Information Literacy	14	3.50	-	-	37	3.85	-	-	44	3.35	-	-
2D	Knowledge of the Physical & Natural World	2	4.00	-	-	5	3.58	-	-	1	3.00	-	-
3A	Healthy Lifestyle	5	2.20	-	-	23	2.73	-	-	15	2.53	-	-
3B	Physically Disciplined Lifestyle	11	3.54	-	-	22	3.45	-	-	32	3.23	-	-
4A	Ethical Reasoning & Behavior	42	3.52	-	-	57	3.74	-	-	68	3.59	-	-
4B	Intercultural Knowledge & Engagement	6	3.50	-	-	29	3.63	-	-	37	3.72	-	-
4C	Written & Oral Communication	32	3.61	-	-	61	3.45	-	-	72	3.49	-	-
4D	Leadership Capacity	41	3.71	-	-	94	3.84	-	-	43	3.57	-	-

Displays Political Science (POLS) only. Table D.2 has the Government (GOV) specific information during the teach-out period following the 2018 name change.

ORU

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

2. Government (teach-out after 2018 name change)

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	6	4.00	-	-	-	-	-	-	-	-	-	-
1B	Spiritual Formation	5	4.00	-	-	-	-	-	-	-	-	-	-
2A	Critical Thinking, Creativity & Aesthetic Appreciation	33	3.33	-	-	13	3.29	-	-	2	3.50	-	-
2B	Global & Historical Perspectives	30	3.04	-	-	11	3.58	-	-	2	4.00	-	-
2C	Information Literacy	21	3.27	-	-	10	3.80	-	-	4	3.25	-	-
2D	Knowledge of the Physical & Natural World	2	4.00	-	-	1	4.00	-	-	-	-	-	-
3A	Healthy Lifestyle	5	2.20	-	-	-	-	-	-	-	-	-	-
3B	Physically Disciplined Lifestyle	19	3.47	-	-	18	3.11	-	-	3	3.75	-	-
4A	Ethical Reasoning & Behavior	27	3.80	-	-	-	-	-	-	-	-	-	-
4B	Intercultural Knowledge & Engagement	21	3.57	-	-	33	2.95	-	-	10	3.90	-	-
4C	Written & Oral Communication	57	3.53	-	-	30	3.47	-	-	6	4.00	-	-
4D	Leadership Capacity	39	3.78	-	-	10	3.71	-	-	1	4.00	-	-

Displays Government (GOV) only. Table D.1 has the Political Science (POLS) specific information following the 2018 name change.

ORU

VII. Program Assessment Process Description

1. What is the *annual process and activities that contribute towards continuous improvement?* Examples may include:

   HHG has engaged in an annual assessment day for several years and covers all of the current program review period (2016-2020). The assessment day occurred during regular department meetings or as a special pre-semester meeting. All faculty were required to attend and the assessment coordinator (the department chair) presented quantitative results from the Whole Person Assessment (WPA) program scores. During that meeting, faculty would discuss the results along with qualitative observations from courses.

   Evidence of these meetings is included and is labeled as “assessment catalog” or “assessment day”.

2. What process do you use to *implement your recommendations?*

   Faculty implement recommendations at the course level. This includes creating or redesigning assignments, modifying syllabi and content taught in the course, or updating rubrics to better reflect the learning occurring in the classroom.

3. How do you “close-the-feedback loop” and *review the effects of your changes*?

   The annual assessment day provides the opportunity to review if the changes implemented in specific courses have led to improvements in WPA program scores. Faculty also consider student and graduate comments and responses in student evaluations. At the present, the student and graduate comment process are formalized through the Student Opinion Survey (SOS) and by reviewing the reflections and appendices students create in the internship and senior paper courses. Informal feedback comes from conversations with students after they graduate. While outside the formalized process, phone calls and visits from former students help us know the types of skills they need to succeed in HHG related career fields.

ORU

VIII. Continuous Program Improvement Description

For each of the following questions:

- *Place any key documents that you reference in the folder with this document*
- *Describe who's involved.* Please make reference to faculty, instructional, and other staff members involved in the processes and methodologies to assess student learning
- *Describe when the activity took place*

1. Since 2016, *how have the results of assessment directly affected program changes for the future*?
   - Provide data used to support the need for improvement. Data may come from:
     i. ORU, program, artifact-rubric, and criterion line scores
     ii. Professional accreditation reviews, student surveys, alumni and stakeholder feedback, market reports, etc.
   - Changes may have taken place in the following areas:
     i. Course content, artifacts, and rubrics
     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
     iv. Updating program outcomes
     v. Updating a curriculum map
     vi. Updating the program's master rubric
   - As available, provide data that demonstrates the impact your changes had on meeting program outcomes. See trends in the data tables.

   NOTE: For organizational purposes, this section is the summary narrative. The sections address specific elements of assessment and revision such as senior paper, feedback loops, future data, etc.… Those sections may refer back to this summary narrative.

   The department has used program assessment information to make several changes and modifications across our majors and programs since 2016. These changes are summarized here and then expounded upon when necessary in other sections of the program review. In general, faculty meet once or twice a year to discuss the Whole Person Assessment (WPA) rubrics, criterion line scores, and general feedback from alumni and students. From these assessment review days, the faculty take action to improve or modify department programs.

   2016-2017 was an important season for department assessment and has driven ongoing changes. The assessment review process illuminated the fact that department program learning outcomes (PLO) had not been built in a way that truly assessed field-specific learning for students, but more general-education-type student learning outcomes. Recognizing this allowed for more sincere conversations regarding department goals for the future as it relates to degree plan structures, course development, and general revision and updates. This also led to enthusiastic engagement with the idea of revising the curriculum in many of the department's programs to match with the increasing frequency of our graduates going on to graduate education. We were also able to identify disconnects between the value the department places on internships (HHG 399) for student learning and the

corresponding lack of support the department was providing in identifying his quality experiences in some programs. Proposed changes to the internship program were paused on account of the disruptions and uncertainties caused by the COVID-19 pandemic. However, a trial of curriculum and program modifications began in Fall 2021.

The 2016-2017 assessment review process ended with the Summer Assessment Institute where drafts of program PLOs, curriculum maps, and assessment plans were submitted for departmental revision and approved during the 2017-2018 year. Assessment packets, including PLOs, Curriculum Maps, Assessment Plans, Master Rubrics, and Artifact Rubrics were created and approved by the program faculty. These items were fully implemented in the 2018-19 school year. During the 2017-2018 year, focus groups were held with students in our programs, and the first systematic College of Arts and Cultural Studies (CACS) program review took place.

The 2017-2018 CACS systematic program review yielded mixed results for the department's programs. Political Science (formerly Government), International Relations, International Community Development, and History rank in the top tier of programs in the college. Global Studies and Leadership Studies are at risk, primarily due to low enrollment and a lack of program dedicated full-time faculty. These are interdisciplinary programs built out of the existing program curriculum, which often creates advising challenges for students as they are unsure of where their "home" program fits. We are actively involved in a conversation regarding whether or not to terminate these programs or how to find dedicated resources to improve. Social Studies Education (SOSE) also landed as a weak program. However, SOSE students are essentially History majors with an additional course battery in professional education proctored by the College of Education. Because of this, the program name has been changed to History with a Professional Education Concentration so that program review data provides a more accurate depiction of enrollment and resources.

In response to the CACS program review and other university initiatives, all of the on-campus departmental programs received degree plan revisions and had the minimum number of hours required for graduation reduced to 120. Each of these degree plan revisions contained strategic restructuring to improve alignment with the newly established program learning outcomes. Based on student focus groups, we strongly believe these new degree plans will help clarify the goal and learning expectations for students.

Since the significant department review of 2016-2017 and the college review of 2017-2018, the department has engaged in continuous and incremental changes and modifications. 2018-20219 was spent implementing the changes from the department and college program reviews. Learning outcome data were collected for all 5 departmental outcomes. As this was our first academic year with our new outcomes and artifacts, the number of observations was few. Once data errors were cleaned up, we saw scores between 3 and 4 on a 4 point scale. We find these short terms results pleasing. It appears the curriculum adjustments we made while building the new outcomes, such as requiring all senior paper students to present their papers and also to include a worldview reflection as an appendix in their senior paper, is allowing us to more consistently check on whether our students are learning what we had hoped.

Many of these changes were put on hold immediately following the initiation of the COVID-19 pandemic. However, during the 2019-2020 and then the 2020-2021 school years, the faculty made significant increases in the use of technology in the classroom. Emergency measures adopted in Spring 2020 became more commonplace in 2020-2021. Faculty moved many of their exams and course content onto ORU's learning management system (D2L). Both changes helped to improve student accessibility. Faculty became comfortable using video conferencing software. While the pedagogical effectiveness of live streaming a class is an ongoing debate, video conferencing has been tremendously beneficial for office hours, student meetings, and senior paper presentations.

Nevertheless, faculty continued to make revisions and modifications to the curriculum in response to assessment and stakeholder feedback. In 2020-2021, the senior paper and project curriculum was modified to create an informal sequencing between research methods (GOV 449) and senior paper (HHG 499). Assessment days and faculty feedback revealed that student projects were of inconsistent quality or off-topic. Incremental changes to the senior paper class and the sequence of classes seems to have improved student experience and project quality. Starting in 2020-2021 and in response to student and alumni feedback, we initiated a trial of revisions to the internship program (HHG 399) which includes more focus on professional development, expanding internship placement services, and partnering with other successful internship program classes on campus. Starting in 2020-2021, the International Community Development (ICD) program was renamed to International Development (ID) to help with recruiting and post-graduation placements. Also in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes.

At the college level, a reorganization in CACS means that the History, Humanities, and Government department was absorbed into new units. Beginning in the 2021-2022 school year, the Political Science (POLS), International Relations (INR), Global Studies (GLOB), Leadership Studies (LEAD), and International Development (ID – formerly ICD) joined with communication programs to create the School of Communication and Public Affairs. The History (HIS) and related programs joined with modern languages and other humanities programs to create the School of Liberal Arts. It is too early to tell the impacts of this realignment, but, the hope is that we can work across the School of Communication and Public Affairs to equip students with analytical and communications skills in high demand in the marketplace.

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?

   Senior papers and projects are a key part of our mastery-level assessment. While a single faculty member leads the class, faculty across the department are involved in the project development phase and as evaluators during senior paper presentations.

   Faculty expressed concern in 2018-2019 about inconsistent quality work and non-germane research topics in HHG 499 Senior Paper. This lead to curriculum and sequencing changes in both HHG 499 and GOV 449 Political Science Research Methods. Starting in 2020-2021, the GOV 449 course pivoted towards a broader emphasis on research design. While the key assessment in the course remained a research proposal and presentation, students were

now explicitly expected to use the GOV 449 research proposal as the foundation of their HHG 499 senior project. This created an informal sequencing encouraging students to take GOV 449 earlier than HHG 499. Additionally, curriculum changes in HHG 499 required that students meet with content experts in the department about their senior project. This ensures that students have feedback from multiple faculty in the design and execution of their senior papers.

The impacts of the disruptions caused by the COVID-19 pandemic make evaluating these curricula and sequencing changes difficult since they occurred during a non-normal school year. For example, tables B and C show that all rubrics and criteria lines now score above 3.0, but, the overall averages may have fallen since 2018. However, informal feedback from students and faculty suggests that the revisions to the classes and the sequencing of GOV 449 and HHG 499 have made the senior project process more manageable for students and led to more consistent project quality with more substantively interesting project topics. While optimistic about the informal responses, we are still waiting on more data to evaluate the full impact.

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.

   At the undergraduate level, there is no accreditation body for the programs in our department. Nevertheless, we are attentive to student and stakeholder feedback along with developments in professional environments where our students go.

   Due to declining enrollments in the Fall of 2018, the faculty decided to teach out the GOVD program, to end by August 2021. The HHG faculty approved a redesigned B.A. in Political Science (POLS) for the 2018-2019 calendar year, as a 120-credit program, requiring 5 new online course creations over the next two years.

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.

   The online B.A. in Government (GOVD) was launched in the Fall of 2012, the predecessor for the B.A. in Political Science

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?

   The department feedback loop consists of student opinion surveys, internship supervisor response forms in the HHG 399 Internship course, and informal communication by stakeholders with faculty. Alumni and community member stakeholders maintain good relationships with faculty and freely discuss the strengths and weaknesses of ORU. Informal channels include direct emails, in-person alumni visits, or similar. Alumni are active in various government agencies, working as staff for political leaders, practicing law, and involved in business or community organizations. Faculty are active with community

organizations, which provides an additional avenue for learning community needs or getting feedback on internships. Feedback from stakeholders has resulted in consistent internship placements with the offices of specific political leaders and community organizations, revisions to the internship (HHG 399) curriculum, and other changes as identified in the summary narrative.

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

   The department is waiting for more data on three key curriculum changes. As discussed elsewhere in this review, the senior paper and project curriculum and sequencing were modified in 2020-2021. At this point, we have informal responses and one year of rubric data. However, it is unclear how COVID-19 protocols may have affected the WPA and criterion line scores from 2020-2021. We are still waiting to see 2021-2022 before making further adjustments.

   Related, in 2020-2021, the university adopted new university outcomes. While work is ongoing, the department and program have created new alignments to the new outcomes. We are still waiting on more information and data before adjusting the artifact specific rubrics.

   The final key curriculum change has been in the internship program. In 2017, the faculty began a discussion about the internship program connected to the HHG 399 Internship course. Through the WPA assessment review process we were able to identify disconnects between the value the university places on internships for student learning and the corresponding lack of support the department was providing in identifying quality experiences in some programs. While the department has strong connections with political leaders in the region and a few government agencies, the internship course could improve the placement process and the professional development aspect of the curriculum. Two actions were taken.

   First, we began to promote the use of Handshake, an internship placement service used across the university. While faculty are often sent limited internship opportunities by past alumni, Handshake provides students with access to more options.

   Second, we began a three-semester trial of incorporating curriculum from other units on campus. In Fall 2021, we added a resume evaluation into the curriculum where students send their resumes to ORU career services for consolation. For Spring 2022 and all of 2022-2023, the faculty have merged the classroom elements of HHG 399 with the Communication internship. At the end of the trial period, the faculty will compare student outcomes and determine if and how to adjust the HHG 399 Internship program.

BS Public Relations and Advertising

Program Review | 2018-2021

Department Chair: Dr. Cristi Freudenrich
Assessment Coordinator: Dr. Marcela Chaván

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ORU

I. Number of Majors | 2018 - 2021

Residential (+ Convergence Journalism):

Fall 2018	Fall 2019	Fall 2020	Fall 2021
56+24	52+23	47+21	40+10

ORU

II. Graduation Rate | Cohort of 2008 - 2014

Not Available

ORU

III. Program Outcomes

#	Program Outcome
1	The students will demonstrate communication literacy through the recognition of communication contexts to include interpersonal, cross-cultural, organizational, scholarly, and media-specific styles.
2	The students will apply and demonstrate communication literacy through persuasive writing and or messaging to key audiences using professional form and style.
3	The students will demonstrate effective research and reporting skills relevant to the fields of marketing and or communication
4	The students will use industry tools and technology to create, reproduce and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing and photography
5	The students will develop strong critical thinking and practical problem-solving skills that can be applies to any communication need.
6	The students will demonstrate the integration of faith and practice through Christian worldview and as its is expressed through ethical decision-making.

ORU

IV. Artifact Descriptions

1. **Public Relations Case Studies Final Case Analysis (PRP 428)** The students will demonstrate communication literacy through the recognition of communication contexts to include interpersonal, cross-cultural, organizational, scholarly, and media-specific styles.
2. **Senior Research Project or Paper (PRP 499)** The students will apply and demonstrate communication literacy through persuasive writing and or messaging to key audiences using professional form and style.
3. **Communication Research and Report (ADV 320)** The students will demonstrate effective research and reporting skills relevant to the fields of marketing and or communication
4. **Advertising Fundamentals and Design Sermon Series (ADV 216)** The students will use industry tools and technology to create, reproduce and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing and photography
5. **Public Relations Case Studies Final Case Analysis (PRP 428)** The students will develop strong critical thinking and practical problem-solving skills that can be applies to any communication need.
6. **Media Law and Ethics issue analysis paper (JRN 321)** The students will demonstrate the integration of faith and practice through Christian worldview and as it's expressed through ethical decision-making.

ORU

V. Artifact and Program Outcome Alignment

#	Artifact	Program Outcome					
		1	2	3	4	5	6
1	Public Relations Case Studies Final Case Analysis (PRP 428)	M				M	M
2	Senior Research Project or Paper (PRP 499) (ADV 499?)	M	M			M	D
3	Communication Research and Report (ADV 320)	D	D	M	D	M	D
4	Advertising Fundamentals and Design Sermon Series (ADV 216)	M	I	I	M	D	I
5	Public Relations Case Studies Final Case Analysis (PRP 428)	M				M	M
6	Media Law and Ethics issue analysis paper (JRN 321)	M	M	D	I	D	M
14	Media Law and Ethics issue analysis paper (JRN 321)	M	M	D	I	D	M

ORU

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	
		n	score	n	score	n	score
1	The students will demonstrate communication literacy through the recognition of communication contexts to include interpersonal, cross-cultural, organizational, scholarly, and media-specific styles.	48	3.42	-	-	-	-
2	The students will apply and demonstrate communication literacy through persuasive writing and or messaging to key audiences using professional form and style.	24	4.00	-	-	-	-
3	The students will demonstrate effective research and reporting skills relevant to the fields of marketing and or communication	108	2.90	-	-	120	3.62
4	The students will use industry tools and technology to create, reproduce and distribute messages. Relevant tools and technologies may include, but are not limited to, graphic design software, web or interactive software, video production, editing and photography	32	3.38	-	-	68	3.35
5	The students will develop strong critical thinking and practical problem-solving skills that can be applies to any communication need.	36	3.47	-	-	-	-
6	The students will demonstrate the integration of faith and practice through Christian worldview and as its is expressed through ethical decision-making.	9	4.00	-	-	-	-

ORU

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

B. Artifact Outcomes

Artifact Outcomes	2018 - 2019		2019 - 2020		2020 - 2021	
	n	score	n	score	n	score
PRAD-1-A-Communication Problem Identification	12	3.33	-	-	-	-
PRAD-1-B-Case Analysis	12	3.42	-	-	-	-
PRAD-1-C-Audience Presentation	12	3.17	-	-	-	-
PRAD-1-D-Writing	12	3.75	-	-	-	-
PRAD-2-A-Research	12	4.00	-	-	-	-
PRAD-2-B-Writing	12	4.00	-	-	-	-
PRAD-3-A-Methodology	18	3.00	-	-	19	4.00
PRAD-3-B-Research Question Articulation and Data Reporting	18	2.94	-	-	19	3.89
PRAD-3-C-Report Writing	18	2.89	-	-	19	3.00
PRAD-3-D-Analysis	18	2.83	-	-	21	3.62
PRAD-3-E-Integration	18	2.50	-	-	21	4.00
PRAD-3-F-Writing	18	3.22	-	-	21	3.19
PRAD-4-A-Aesthetics	8	3.13	-	-	22	3.27
PRAD-4-B-Brand Integration and Consistency	8	3.50	-	-	22	3.41
PRAD-4-C-Copywriting	8	3.00	-	-	22	3.23
PRAD-4-D-Use of Technology	8	3.88	-	-	22	3.50
PRAD-5-A-Case Problem Identification	12	3.50	-	-	-	-
PRAD-5-B-Case Analysis	12	3.58	-	-	-	-
PRAD-5-C-Presentation of Case Problem and Analysis	12	3.33	-	-	-	-
PRAD-6-A-Ethical Decision-making	5	4.00	-	-	-	-
PRAD-6-B-Professional Work Ethic	4	4.00	-	-	-	-

ORU

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	
	n	score	n	score	n	score
PRAD-1-A-Communication Problem Identification	12	3.33	-	-	-	-
PRAD-1-B-Case Analysis	12	3.42	-	-	-	-
PRAD-1-C-Audience Presentation	12	3.17	-	-	-	-
PRAD-1-D-Writing	12	3.75	-	-	-	-
PRAD-2-A-Research	12	4.00	-	-	-	-
PRAD-2-B-Writing	12	4.00	-	-	-	-
PRAD-3-A-Methodology	18	3.00	-	-	19	4.00
PRAD-3-B-Research Question Articulation and Data Reporting	18	2.94	-	-	19	3.89
PRAD-3-C-Report Writing	18	2.89	-	-	19	3.00
PRAD-3-D-Analysis	18	2.83	-	-	21	3.62
PRAD-3-E-Integration	18	2.50	-	-	21	4.00
PRAD-3-F-Writing	18	3.22	-	-	21	3.19
PRAD-4-A-Aesthetics	8	3.13	-	-	22	3.27
PRAD-4-B-Brand Integration and Consistency	8	3.50	-	-	22	3.41
PRAD-4-C-Copywriting	8	3.00	-	-	22	3.23
PRAD-4-D-Use of Technology	8	3.88	-	-	22	3.50
PRAD-5-A-Case Problem Identification	12	3.50	-	-	-	-
PRAD-5-B-Case Analysis	12	3.58	-	-	-	-
PRAD-5-C-Presentation of Case Problem and Analysis	12	3.33	-	-	-	-
PRAD-6-A-Ethical Decision-making	5	4.00	-	-	-	-
PRAD-6-B-Professional Work Ethic	4	4.00	-	-	-	-

ORU

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	
		n	score	n	score	n	score
1A	Biblical Literacy	28	3.88	2	2.50	18	3.97
1B	Spiritual Formation	7	4.00	16	3.31	44	3.76
2A	Critical Thinking, Creativity & Aesthetic Appreciation	44	3.53	39	3.11	7	3.75
2B	Global & Historical Perspectives	18	3.60	7	3.86	4	4.00
2C	Information Literacy	10	3.61	29	3.65	77	3.23
2D	Knowledge of the Physical & Natural World	5	3.50	6	3.00	2	4.00
3A	Healthy Lifestyle	10	2.10	17	2.91	18	2.56
3B	Physically Disciplined Lifestyle	25	3.52	60	3.20	57	3.44
4A	Ethical Reasoning & Behavior	38	3.95	57	3.79	56	3.76
4B	Intercultural Knowledge & Engagement	-	-	6	3.83	16	3.93
4C	Written & Oral Communication	77	2.95	69	3.34	96	3.19
4D	Leadership Capacity	48	3.53	77	3.46	36	3.77

ORU

VII. Program Assessment Process Description

1. What is the annual process and activities that contribute towards continuous improvement? Examples may include:
    - Input factors for improvement include:
        i. Alumni Survey—in the spring 2020 semester, we conducted a survey of 120+ alumni (2014 to 2019 graduates) to gauge satisfaction, marketability of their degree program.
        ii. Alumni interviews: We poll a minimum of a dozen alumni annually for feedback on trends in the industry and implications to curriculum.
        iii. Internship Supervisor Evaluations—we poll internship supervisors (annually about 80 across all Media and Communication majors) each semester to determine students' readiness for professional work and skills development
        iv. SOS Data is mined for themes and applied in a continuous improvement loop.
        v. Media faculty (Cinema-TV, Media Production and PR-AD faculty) meet weekly to discuss program needs, etc. Because these majors share many first- and second-year classes, assessment is collaborative and ongoing.

2. What process do you use to implement your recommendations?
    - Media faculty discuss and vet program changes by committee. These changes are then vetted through proper as needed (e.g., chair, dean, school, college, etc.).

3. How do you "close-the-feedback loop" and review the effects of your changes?
    - Ongoing assessments are applied, including faculty review, student course outcomes and SOS data, and industry (e.g., internship supervisor and hiring managers) feedback.

ORU

VIII. Continuous Program Improvement Description

1. Since 2016, how have the results of assessment directly affected program changes for the future?
    - Candidly, we have relied on other sources of data to provide a more complex picture of program assessment as they involve interpretation, insights, and recommendations for program improvements.
    - The program assessment process has provided a stronger structure from which to assess and track program changes, but the data itself is not used as primary source data as more robust systems are in place.

- Changes may have taken place in the following areas:
    i. Course content, artifacts, and rubrics – Specific changes that have been made since 2016 include:
        - The PR-AD degree was merged in 2017-18 after determining only two courses separated the majors, with one major cannibalizing the other. Technology-related skills and industry expectations were the determining forces.
        - WPA evaluation items track mastery-level program learning outcomes.

    ii. Instructional strategies, including a change in the use of technology
        - ADV 421 Media Planning: Additional skills and certifications have been added in digital media, including student certification in Google Beginner and Advanced Analytics.
        - PRP 327 Social Media Management: New tools include use of Social Media Simulator by Stukent which allows students to manage and optimize a simulated paid social campaign.
        - PRP 217 Public Relations Writing: A gap in writing proficiency (alumni survey and feedback) signaled the need for additional writing skills. PRP 217 was added to the degree plan as a required writing workshop. Skills include AP style training, peer criticisms and AP writing skills tests.
        - INT 200 Web Design: Adapted feedback to included content management system and use of Adobe Portfolio for students' final projects.

    iii. Sequencing or repetition of material in an individual course or as a whole program
        - Concepts and skills layering happens from semester 1 to 8, with skills development taught as introductory to mastery-level skills with progressive sequencing ordered by "semester taken" strategy. As example: ADV 221 Branding, Promotions & Storytelling introduces students to campaign planning by working with a nonprofit client.

Additional skills in years 3 and 4 layer in social media management, digital design and media planning before students work collaboratively as part of the National Student Advertising Competition team on a nine-month campaign plan for a national client.

iv. Updating program outcomes
   - These were modified when PR and Ad programs merged in 2017-18.

v. Updating a curriculum map
   - The curriculum map was updated in 2017-18 when the PR-AD program merged. New artifact (Idea Books) was added in 2019-20 to PRP 327 Social Media Management.

vi. Updating the program's master rubric
   - The master rubric was updated in 2017-18 when the PR-AD program merged.

- As available, provide data that demonstrates the impact your changes had on meeting program outcomes.
   i. In 2018, PR-AD students finished 7th nationally at the National Student Advertising Competition.
   ii. In 2019, PR-AD students won the Adobe Judges award for best strategy in the National Student Advertising Competition.
   iii. In 2020, PR-Ad students earned 3rd place in the National Organ Donor Awareness competition.

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?
   i. From our national competitions, we mine judging panel feedback for areas of improvement. Recent changes have included additional skills development in critical thinking and business acumen, introduced in ADV 216 Advertising Design (ideation and conceptual thinking), ADV 320 Communication Research (competitive intelligence and data mining) and ADV 499 Senior Project (ideation, conceptual thinking and concept testing).

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.
   i. Program changes are reported above. Assignments are changed/updated based on their overall utility to meet program outcomes and as the marketplace forces ongoing technological iterations.

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.
   i. Not applicable

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 communicate regularly with alumni and industry leaders through formal and informal communication structures. One of the best tools is LinkedIn, as most-all of our alumni have an updated profile and made connections with faculty. Other efforts include in-person meetings, Zoom meetings, as well as ongoing guest speakers. In any given semester, it is estimated that PR-AD students hear from a minimum of five to seven professionals working in the industry.
6. Describe any open questions that faculty members have concerning the program that they are waiting on future data to evaluate for decision-making.
    - None

PR-AD Degree –B.S.

Assessment Progress from Fall 2016 to Fall 2021

2016-2017:
Public Relations and Advertising degree programs housed in the Communication, Arts, & Media Department (CAM); E-portfolio was used – data was input for communication classes that had a WPA assessment item. 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:
Degree merged and housed in Communication & Media Department (CMD)

E-portfolio was used – data was input for classes that had a WPA assessment item. Faculty reviewed 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, faculty would review and interpret the ORU Outcome & Proficiencies

data reports. Faculty completed 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 academic year, faculty placed assessment data into Master and Program Rubric as requested by assessment administrators. We reviewed required and elective courses, charting these as “I” for “introductory,” “D” for “developing,” or “M” for “mastery.” Artifacts were tied to mastery-specific outcomes.

2018-2019:
PR-AD degree was housed in Communication & Media Department (CMD). E-portfolio was used – data was input for courses with WPA assessment items. 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.

2019-2020:
PR-Ad degree was housed in Communication & Media Department (CMD)

In Fall of 2019, instead of entering data in ePortfolio, faculty entered WPA data in the D2L gradebook. Initially, not all D2L assessments were added into this new reporting system, and ongoing updates have been required.

2020-2021:
PR-AD degree is housed in the new School of Communication & Public Affairs (COPA). Ongoing updates and faculty checks are required to maintain WPA assessments and reporting tools are included in D2L shells.