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| **Assurance of Student Learning Report**  **2023-2024** | | |
| *PCAL* | | *School of Media & Communication* |
| *Communication Studies Ref. 792* | | |
| *Holly Payne* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle) They match as of AY 23-24.** | |

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| **Program Student Learning Outcome 1:**  Apply communication theories to evaluate interpersonal, intercultural, organizational, or public discourse. | | | |
| **Instrument 1** | Direct: Interpersonal Communication Film Analyses | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2:**  Demonstrate competence in writing or speaking within various communication contexts. | | | |
| **Instrument 1** | Direct: Interpersonal Communication Film Analyses | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3:**  Critically analyze mediated and non-mediated communication across contexts | | | |
| **Instrument 1** | Direct: Crisis Case Studies | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 4:**  Use communication to respond to issues at the local, national, and/or global level). | | | | |
| **Instrument 1** | | Direct: Crisis Case Studies | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | | | |
| All of the SLOs for the current major were assessed in this cycle. We have spent the current year revising the major and changing the SLOs. Next year, we’ll assess the new program using different artifacts from a newly designed capstone course. | | | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Program Student Learning Outcome** | Apply communication theories to evaluate interpersonal, intercultural, organizational, or public discourse. | | | | |
| **Measurement Instrument 1** | Direct: Interpersonal Communication Film Analyses  In this paper assignment, students explain three interpersonal communication theories or concepts and apply them to a film focusing on relationships. They examine how relational issues could have been improved if the communication had been different. Students are expected to cite scholarly sources and conform to APA citation style.  The assessment instructions for the first learning outcome included determining students’ skill level in applying communication theories to a specific relationship. We assessed each student’s outcome using a 5-point scale (1-Beginning, 2—Developing, 3—Satisfactory, 4—Exceeds Expectations, 5—Exemplary (see attached Rubric). | | | | |
| **Criteria for Student Success** | Students should obtain a level of 3 (satisfactory) or above. A satisfactory score indicates that the student applied communication theories correctly with limited depth to evaluate interpersonal relationships. Additionally, this score indicates that the student demonstrated an adequate understanding of the theories, though integration into the analysis might lack detail. Conclusions about interpersonal communication were present but may have lacked depth or full support. | | | | |
| **Program Success Target for this Measurement** | | 75% of the sample will earn a 3/5 (Satisfactory) or better on the rubric. | **Percent of Program Achieving Target** | 95% obtained a 3/5 or higher on the rubric | |
| **Methods** | Communication faculty assessed the Film Analysis paper for all Communication Studies majors enrolled in COMM 348 during the Fall 2023 and Spring 2024 semesters for a total of 20 papers or 22% of all majors. After deleting student names, the papers were distributed to three faculty who teach primarily in the Communication Studies major. Mean scores were computed for each rubric category aimed at capturing the full SLO (see attached rubric). The mean score for SLO 1 was 3.80/5.00.  Raters also provided qualitative comments on the papers documenting strengths and weaknesses. Raters reported that the assignment is an effective means for students to think critically about the theories they learn and apply them to phenomena. They recommended that students work at providing more depth in the application, a more thorough explanation of theoretical terms up front, and better use of APA citation style along with more accurate use of sources. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| Overall, the results for this SLO were expected. Students performed well at applying theories to a relationship within a film. That said there is still room for improvement within the papers. First, students should spend more time explaining theories in more depth. For the Fall semester, the assignment guidelines will be modified to include a more detailed explanation of what each section of the paper should include. Additionally, more emphasis will be placed on the use of sources and APA style.  The Communication faculty will meet before the start of the Fall 2024 semester to review the assessment findings with specific discussion on the weak elements identified through this process. Although we will assess our revised program SLOs using a newly developed Capstone course and new rubrics, the same skills assessed this year will carry over into other courses. Specifically, we will work to ensure theory application, informed recommendation, quality writing in APA style, and nuanced messaging adapted to different contexts. | | | | | |

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| **Program Student Learning Outcome 2** | | | | | |
| **Program Student Learning Outcome** | Demonstrate competence in writing or speaking within various communication contexts. | | | | |
| **Measurement Instrument 1** | Direct: Interpersonal Communication Film Analyses  In this paper assignment, students explain three interpersonal communication theories or concepts and apply them to a film focusing on relationships. They examine how relational issues could have been improved if the communication had been different. Students are expected to cite scholarly sources and conform to APA citation style.  The assessment instructions for the second learning outcome included determining students’ competence in writing. We assessed each student’s outcome using a 5-point scale (1-Beginning, 2—Developing, 3—Satisfactory, 4—Exceeds Expectations, 5—Exemplary (see attached Rubric). | | | | |
| **Criteria for Student Success** | Students should obtain a level of 3 (satisfactory) or above. A satisfactory score indicates that the student paper met basic expectations in terms of structure and argumentation with adequate support from the film. Additionally, the paper may have had some noticeable errors in APA style formatting, but the overall structure of citations and references was correct. Language was generally appropriate, with an attempt to maintain an academic tone. | | | | |
| **Program Success Target for this Measurement** | | 75% of the sample will earn a 3/5 (Satisfactory) or better on the rubric. | **Percent of Program Achieving Target** | 85% of the sample earned a 3/5 or better on the rubric. | |
| **Methods** | Communication faculty assessed the Film Analysis paper for all Communication Studies majors enrolled in COMM 348 during the Fall 2023 and Spring 2024 semesters for a total of 20 papers or 22% all majors. After deleting student names, the papers were distributed to three faculty who teach primarily in the Communication Studies major. Mean scores were computed for each rubric category aimed at capturing the full SLO (see attached rubric). The mean score for SLO 2 was 3.35/5.00. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| Overall, the results for this SLO were expected. Students performed well at demonstrating competence in their writing. That said there is still room for improvement within the papers. For the Fall semester, the assignment guidelines will be modified to include a more detailed explanation of what each section of the paper should include. Additionally, more emphasis will be placed on the use of sources and APA style. Peer assessments may also be incorporated.  The Communication faculty will meet before the start of the Fall 2024 semester to review the assessment findings with specific discussion on the weak elements identified through this process. Although we will assess our revised program SLOs using a newly developed Capstone course and new rubrics, the same skills assessed this year will carry over into other courses. Specifically, we will work to ensure theory application, informed recommendation, quality writing in APA style, and nuanced messaging adapted to different contexts. | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | Critically analyze mediated and non-mediated communication across contexts | | | | |
| **Measurement Instrument 1** | Direct: Crisis Communication Case Study  In this paper assignment, students examined an organizational crisis and applied the IDEA model of crisis management including Initialization, Distribution, Explanation, and Action to evaluate the competency of the case organization in addressing their crisis. Students applied the model and provided insights on how the organization’s response could be strengthened. Students were expected to cite scholarly sources and conform to APA citation style.  The assessment instructions for the third learning outcome included determining students’ ability to critically analyze crisis communication in mediated and non-mediated communication. We assessed each student’s outcome using a 5-point scale (1-Beginning, 2—Developing, 3—Satisfactory, 4—Exceeds Expectations, 5—Exemplary (see attached Rubric). | | | | |
| **Criteria for Student Success** | Students should obtain a level of 3 (satisfactory) or above. A satisfactory score indicates that the student adequately analyzed the case study, identified key elements of mediated and non-mediated communication, and applied relevant theories. Also, the conclusions were logical and mostly supported by evidence. | | | | |
| **Program Success Target for this Measurement** | | 75% of the sample will earn a 3/5 (Satisfactory) or better on the rubric. | **Percent of Program Achieving Target** | 94% of the sample earned a 3/5 or better on the rubric. | |
| **Methods** | Communication faculty assessed the Crisis Case Study for Communication Studies majors enrolled in COMM 364 during the Fall 2023 and Spring 2024 semesters for a total of 17 papers or 18.5% of all majors. After deleting student names, the papers were distributed to three faculty who teach primarily in the Communication Studies major. Mean scores were computed for each rubric category aimed at capturing the full SLO (see attached rubric). The mean score for SLO 3 was 4.09/5.00. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle** | | | | | |
| The satisfactory results on SLO3 are not unexpected. Raters highlighted students’ ability to demonstrate an advanced understanding of communication theory and their adeptness at recognizing the concepts in real-world applications. This was our first time assessing a crisis case study and the assignment seemed like a better fit for measuring the SLO than assignments used in the past.  Plans for Next Assessment Cycle: The Communication faculty will meet before the start of the Fall 2024 semester to review the assessment findings with specific discussion on the weak elements identified through this process. Although we will assess our revised program SLOs using a newly developed Capstone course, the same skills assessed this year will carry over into other courses. Specifically, we will work to ensure theory application, informed recommendation, quality writing in APA style, and nuanced messaging adapted to different contexts. | | | | | |
| **Program Student Learning Outcome 4** | | | | | | |
| **Program Student Learning Outcome** | | Use communication to respond to issues at the local, national, and/or global level. | | | | |
| **Measurement Instrument 1** | | **Direct:** Crisis Communication Case Study  In this paper assignment, students examined an organizational crisis and applied the IDEA model of crisis management including Initialization, Distribution, Explanation, and Action to evaluate the competency of the case organization in addressing their crisis. Students applied the model and provided insights on how the organization’s response could be strengthened. Students were expected to cite scholarly sources and conform to APA citation style.  The assessment instructions for the fourth learning outcome included determining students’ ability to respond to a crisis issue at the national level. We assessed each student’s outcome using a 5-point scale (1-Beginning, 2—Developing, 3—Satisfactory, 4—Exceeds Expectations, 5—Exemplary (see attached Rubric). | | | | |
| **Criteria for Student Success** | | Students should obtain a level of 3 (satisfactory) or above. A satisfactory score indicates that the student provided a basic but adequate communication strategy that addressed multiple contexts. Additionally, the student demonstrated an average ability to identify relevant stakeholders and impacts and communicated in an understandable way given cultural or ethical norms. The student offered a straightforward evaluation of the results, but the analysis may have been somewhat generic. | | | | |
| **Program Success Target for this Measurement** | | | 75% of the sample will earn a 3/5 (Satisfactory) or better on the rubric. | **Percent of Program Achieving Target** | 88.2% of the sample earned a 3/5 or better on the rubric. | |
| **Methods** | | Communication faculty assessed the Crisis Case Study for Communication Studies majors enrolled in COMM 364 during the Fall 2023 and Spring 2024 semesters for a total of 17 papers or 18.5% of all majors. After deleting student names, the papers were distributed to three faculty who teach primarily in the Communication Studies major. Mean scores were computed for each rubric category aimed at capturing the full SLO (see attached rubric). The mean score for SLO 4 was 3.65/5.00. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle** | | | | | | |
| The satisfactory results on SLO4 are not unexpected, although the mean scores are lower than SLO3. Raters observed that students had difficulty providing creative solutions and/or recommendations to the case study. Their work could have been strengthened with more depth and specificity and a greater focus on strategically creating messages considering audience, stakeholders, outcomes, and measure of effectiveness. This was our first time assessing a crisis case study and the assigned seemed like a better fit for measuring the SLO than assignments used in the past. We will continue to emphasize the importance of educationally informed and creative solutions to problems.  Plans for Next Assessment Cycle: The Communication faculty will meet before the start of the Fall 2024 semester to review the assessment findings with specific discussion on the weak elements identified through this process. Although we will assess our revised program SLOs using a newly developed Capstone course, the same skills assessed this year will carry over into other courses. Specifically, we will work to ensure theory application, informed recommendation, quality writing in APA style, and nuanced messaging adapted to different contexts. | | | | | | |

**COMM STUDIES Assessment Rubric for SLO 1 & 2: Interpersonal Film Analysis**

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| **5-Exemplary**  ***SLO1: Apply communication theories to evaluate interpersonal, intercultural, organizational, or public discourse.***  Thoroughly applies multiple relevant communication theories to evaluate interpersonal relationships depicted in the film. Demonstrates a deep understanding of the theories and integrates them seamlessly into the analysis. Provides insightful, well-supported conclusions about the nature and dynamics of interpersonal communication.  ***SLO2: Demonstrate competence in writing or speaking within various communication contexts.***  The paper exhibits a highly sophisticated and coherent structure. Arguments are articulated clearly and persuasively, with comprehensive support from the film and external sources. APA style is accurately applied, with solid in-text citations and references. Language is precise, and the academic tone is consistently maintained. |
| **4-Exceeds Expectations**  ***SLO1: Apply communication theories to evaluate interpersonal, intercultural, organizational, or public discourse.***  Applies relevant communication theories effectively to assess interpersonal relationships.Shows a solid understanding of the theories and uses them appropriately in the analysis.Draws clear, well-supported conclusions about interpersonal communication.  ***SLO2: Demonstrate competence in writing or speaking within various communication contexts.***  The paper presents clear and logical arguments with substantial support from the film and relevant sources. Minor errors in APA style formatting may appear but do not detract from the overall quality of the paper. The language is mostly precise, and a suitable academic tone is maintained throughout the text. |
| **3-- Satisfactory**  ***SLO1: Apply communication theories to evaluate interpersonal, intercultural, organizational, or public discourse.***  Applies communication theories correctly but with limited depth to evaluate interpersonal relationships.Demonstrates an adequate understanding of the theories, though integration into the analysis might lack detail. Conclusions about interpersonal communication are present but may lack depth or full support.  ***SLO2: Demonstrate competence in writing or speaking within various communication contexts.***  The paper meets basic expectations in terms of structure and argumentation with adequate support from the film. There are noticeable errors in APA style formatting, but the overall structure of citations and references is correct. Language is generally appropriate, with an attempt to maintain an academic tone. |
| **2– Developing**  ***SLO1: Apply communication theories to evaluate interpersonal, intercultural, organizational, or public discourse.***  Attempts to apply communication theories but does so inaccurately or too generally. Shows basic understanding of the theories with minimal integration into the film analysis. Conclusions about interpersonal communication are superficial or poorly supported.  ***SLO2: Demonstrate competence in writing or speaking within various communication contexts.***  The paper struggles with clarity and logical flow in its arguments. Support from the film or external sources is insufficient or poorly integrated. There are multiple errors in APA style formatting, affecting the readability and professionalism of the paper. The language and tone are inconsistent with academic standards. |
| **1--Beginning**  ***SLO1: Apply communication theories to evaluate interpersonal, intercultural, organizational, or public discourse.***  Struggles to identify or apply communication theories relevant to the evaluation of interpersonal communication. Shows minimal or incorrect understanding of communication theories.Lacks clear or logical conclusions about interpersonal communication in the film.  ***SLO2: Demonstrate competence in writing or speaking within various communication contexts.***  Lacks a coherent strategy, with a poor understanding of how to communicate effectively in different contexts. Fails to identify key stakeholders and impacts adequately, showing a poor grasp of the crisis's scope at any level. Messages are often unclear or inappropriate, with frequent cultural or ethical missteps. Provides minimal or no evaluation of the communication's effectiveness; lacks understanding of how to measure or reflect on outcomes. |

**COMM STUDIES Assessment Rubric for SLO 3 & 4: Crisis Communication Plans**

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| **5-Exemplary**  ***SLO3: Critically analyze mediated and non-mediated communication across contexts***  The analysis demonstrates outstanding comprehension of both mediated and non-mediated contexts, with sophisticated insights and a high level of critical engagement. The student applies communication theories seamlessly and proposes innovative solutions or critiques.  ***SLO4: Use communication to respond to issues at the local, national, and/or global level.***  Formulates an exceptional, clear, and innovative communication strategy that is effectively tailored to local, national, and global contexts. Demonstrates superior analytical skills by identifying key stakeholders and potential impacts at each level thoroughly and thoughtfully.Communicates with exceptional clarity, precision, and sensitivity. Messages are culturally appropriate and ethically sound across all contexts. Provides a comprehensive evaluation of communication effectiveness, with clear evidence and insightful reflection on outcomes and potential improvements. |
| **4-Exceeds Expectations**  ***SLO3: Critically analyze mediated and non-mediated communication across contexts***  Analysis is comprehensive and goes beyond basic understanding, showing high levels of critical thinking and application. The student provides clear, well-supported conclusions and demonstrates a strong grasp of communication theory and practice.  ***SLO4: Use communication to respond to issues at the local, national, and/or global level.***  Develops a well-considered communication strategy that effectively addresses local, national, and global scenarios with minor gaps. Exhibits strong analytical skills with clear identification of stakeholders and impacts at each contextual level, with slight oversights. Messages are clear and largely appropriate for different cultural and ethical contexts, with minor errors or inconsistencies. Evaluates the effectiveness of the communication strategy with good insight, providing evidence-based conclusions with some areas lacking depth. |
| **3-- Satisfactory**  ***SLO3: Critically analyze mediated and non-mediated communication across contexts***  The student adequately analyzes the case study, identifies key elements of mediated and non-mediated communication, and applies relevant theories. Conclusions are logical and mostly supported by evidence.  ***SLO4: Use communication to respond to issues at the local, national, and/or global level.***  Provides a basic but adequate communication strategy that addresses multiple contexts but lacks customization or creativity. Demonstrates average ability to identify relevant stakeholders and impacts but may be superficial or incomplete. Communicates in an understandable way, but messages may not fully resonate or align with cultural or ethical norms in all contexts. Offers a straightforward evaluation of results, but the analysis is somewhat generic and lacks specific, actionable feedback. |
| **2– Developing**  ***SLO3: Critically analyze mediated and non-mediated communication across contexts***  Analysis is basic with some understanding of the communication contexts. There are attempts to apply theory, but connections and conclusions are not fully developed or well supported.  ***SLO4: Use communication to respond to issues at the local, national, and/or global level.***  Attempts to formulate a communication strategy, but it is inconsistently applied across different levels and lacks effectiveness. Shows limited understanding of the complexity of the issues, with significant gaps in identifying stakeholders and potential impacts. Struggles with clarity and cultural appropriateness; messages may be occasionally insensitive or not well adapted. Provides a limited evaluation of communication efforts; lacks detailed evidence and does not offer constructive critiques or insights. |
| **1--Beginning**  ***SLO3: Critically analyze mediated and non-mediated communication across contexts***  The analysis shows minimal understanding of the contexts and lacks depth. The student struggles to apply communication theories, and conclusions are either overly simplistic or unsupported.  ***SLO4: Use communication to respond to issues at the local, national, and/or global level.***  Lacks a coherent strategy, with a poor understanding of how to communicate effectively in different contexts. Fails to identify key stakeholders and impacts adequately, showing a poor grasp of the crisis's scope at any level. Messages are often unclear or inappropriate, with frequent cultural or ethical missteps. Provides minimal or no evaluation of the communication's effectiveness; lacks understanding of how to measure or reflect on outcomes. |

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| **Program name:** | Communication Studies | | |  |  |  |
| **Department:** | School of Media & Communication | | |  |  |  |
| **College:** | PCAL | | |  |  |  |
| **Contact person:** | Holly Payne, Ph.D. | | |  |  |  |
| **Email:** | [holly.payne@wku.edu](mailto:holly.payne@wku.edu) | | |  |  |  |
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| **KEY:** | |  |  |  |  |  |
| **I = Introduced** | |  |  |  |  |  |
| **R = Reinforced** | |  |  |  |  |  |
| **M = Mastered** | |  |  |  |  |  |
| **A = Assessed** | |  |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** | **LO4:** |
|  |  |  | ***SLO1: Apply communication theories to evaluate interpersonal, intercultural, organizational, or public discourse.*** | ***SLO2: Demonstrate competence in writing or speaking within various communication contexts.*** | ***SLO3: Critically analyze mediated and non-mediated communication across contexts.*** | ***SLO4: Use communication to respond to issues at the local, national, and/or global level.*** |
| **Course Subject** | **Number** | **Course Title** |  |  |  |  |
| COMM | 200 | Introduction to Communication | I | I |  |  |
| COMM | 345 | Advanced Public Speaking | R | M |  |  |
| COMM | 346 | Persuasion | R | R | I | I |
| COMM | 348 | Interpersonal Communication | M/A | R | R | I |
| COMM | 362 | Organizational Communication | R | R | R | R |
| COMM | 365 | Intercultural Communication | R | R | R | M/A |
| COMM | 451 (Elective) | Communication in the Digital Age | M/A | R | M/A |  |
| COMM | 364 (Elective) | Crisis Communication | M/A | M/A | M/A | M/A |