Department/Program: Communication Department
Academic Year of Report: 2012
Date Submitted: Nov. 15, 2012
Report author: Dr. Becky Johns and Dr. Sheree Josephson

Contact Information: Becky Johns
Phone: 801-920-6380
Email: bjohns@weber.edu
A. Brief Introductory Statement:
Please review the Introductory Statement and contact information for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page. If the information is not current, please provide an update:

Contact Person: Dr. Sheree Josephson, Chair
WSU Communication Department
1407 University Circle
Ogden, UT  84408
801-626-6426
sjosephson@weber.edu

PLEASE SEE EXECUTIVE SUMMARY DOCUMENT WHICH APPEARS AT THE END OF THIS DOCUMENT IN THE REFLECTION AREA OF THIS TEMPLATE. Dr. Josephson has prepared a shorter version of this report and next steps for the Communication Department’s future assessment efforts.
B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

**Mission Statement is current with these additions:**

Communication is a dynamic process that plays a complex and profound role in shaping both individuals and society and is vital to the free exchange of ideas central to a democratic society. The Weber State University Department of Communication seeks to promote an understanding of this process and the effective and ethical practice of human communication by focusing on how people create and use messages to generate meanings within and across various contexts, cultures, channels and media, including those delivered through technology. WSU Communication Department curricula and programs are grounded within a liberal arts tradition and designed to help students live vital and successful lives in an ever-changing global environment.

In conjunction with Weber State University’s Mission, Vision and Values,

**WSU Department of Communication Contributions to University’s Mission, Values and Goals**

- Provide access to higher education for residents of the region
  - Graduate programs meet the needs of the region
  - Courses and programs are provided in locations convenient to students
  - Programs and services meet the needs of traditional and non-traditional students
- Partner with the community to enhance its cultural, economic and social well being
  - WSU students, staff & faculty collaborate with regional education, health and social services organizations
- Foster student learning
  - Major programs foster student learning
  - The General Education program “adds value
  - Students get jobs, get into post grad programs, pass professional exams, etc
- Provide students an engaging learning environment
  - Students participate in undergraduate research
– Students participate in meaningful service experiences
– Students participate in internships & meaningful work experiences
• Achieve regional and national recognition for quality education
  – Utah residents know about and have a high opinion of WSU's quality education
• Provide a diverse and inclusive learning environment
  – Students of all backgrounds appreciate the value of diversity
• Foster faculty and students engagement in research and scholarship
  – Faculty engage in research
Students engage in undergraduate research*  (Long-range Planning session, 10-2010)
C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

The second paragraph should read: Communication majors may select one of six interdisciplinary concentrations: Civic Advocacy, Electronic Media, Interpersonal & Family Communication, Journalism, Organizational Communication and Public Relations & Advertising. A Communication Teaching Major with concentrations in either Communication Studies or Journalism also is available. Depending upon future plans, individual needs and preferences, students may earn the Communication major as either a Bachelor of Arts or a Bachelor of Science degree.

Measureable Learning Outcomes

Conceptual Framework for Assessing Student Learning Based on Three Domains of Learning: Cognition, Behaviors, and Affect

The North Central Accreditation Commission on Institutions of Higher Education suggests that ALL assessment of student learning be based on the conceptual framework established in the communication field as a model for communication competence:
"Evaluators recommend that every academic department or other academic unit determine the extent to which it actually contributes to the incremental learning of its students within three domains: cognitive (knowledge acquisition), behavioral (skills acquisitions), and affective (attitudinal development)." (Cecelia Lopez, 1995)

Accordingly, communication departments should: "build upon or redesign existing activities and identify comprehensive measures or quality indicators of student achievement in these areas:"
Cognitive outcomes (general and specific knowledge)
Skills outcomes (basic, higher order, and occupational)
Attitudes/values outcomes (personal goals, attitudes, motivational factors)
COGNITIVE LEARNING: KNOWLEDGE ACQUISITION
The cognitive domain of learning is concerned with knowledge and understanding. At the lowest level, this domain focuses on specific facts. At the middle level, the cognitive domain focuses on principles and generalizations. At the highest level of cognitive learning, the focus is on synthesis and evaluation based on learning that has already taken place at the lower levels. This domain of learning encompasses the content of a field.

BEHAVIORAL LEARNING: SKILLS ACQUISITION
The behavioral domain of learning is concerned with psychomotor skills. Skills are viewed as the ability of an individual to perform certain behaviors. Skills can be learned and possessed by the learner, then they can be demonstrated through performance as observable behaviors. This domain encompasses the ability to perform as a function of cognitive learning. Inferences about cognition and affect can be made through observing behaviors.

AFFECTIVE LEARNING: ATTITUDINAL DEVELOPMENT
The affective domain of learning is concerned with the attitudes and feelings of the learner in regard to knowledge and behaviors acquired in the other two domains. In most learning environments, affective learning is incidental to both cognitive and behavioral learning. This domain encompasses attitudes toward what has been learned cognitively and motivation to perform learned behaviors.

EXAMPLES OF THE THREE DOMAINS OF LEARNING COGNITION, BEHAVIORS, AND AFFECT

COGNITIVE LEARNING: KNOWLEDGE ACQUISITION
Some examples of direct measures of cognitive learning would be: pre- and post-testing in a general education program using a measure of critical thinking such as the Watson-Glasser Critical Thinking Test; in a department of music, faculty-juried exams on studio instruction; comprehensive written exams in bachelors, masters, and doctoral programs, and the writing of and defense of the thesis or dissertation. In any major, a paper-and-pencil test of the cognitive content essential to the discipline could be pre- and post-administered at the beginning and end of the student's tenure in the program, as an entrance test of freshmen and an exit test of graduating seniors.

BEHAVIORAL LEARNING: SKILLS ACQUISITION
Examples typically associated with this domain include oral communication skills such as interpersonal, group interaction, and presentational skills; leadership; managerial skills; written communication abilities demonstrated in essay writing, etc.; or problem solving skills. Examples of measures of incremental behavioral learning include faculty-juried recitals in music or dance and pre- and post- standardized measures of general skill acquisition for specific content areas such as mathematical reasoning (e.g. Academic Profile).
AFFECTIVE LEARNING: ATTITUDINAL DEVELOPMENT
Most exemplary of this domain are self-report instruments and surveys. These types of tools are the most common type of measures used to evaluate the attitudinal development of students. They do not evidence cognitive learning, but the information yielded is useful in determining change and growth in what students perceive or others perceive students have learned. Examples of these measures include: student satisfaction and attitude surveys, alumni surveys, and employer surveys. The Student Goals Exploration Survey and the Cooperative Institutional Research Program Question, which measures attitudes and opinions of students entering graduate programs are typical examples.* (From the National Communication Association)

The WSU Department of Communication follows the NCA's suggestions regarding conceptual framework:

**WSU Department of Communication Objectives:**

**Cognitive Objectives:**
Upon graduation, majors are expected to have a thorough knowledge and comprehension of the following:
(1) The history of the communication discipline and its societal and professional implications;
(2) The theories and principles of communication that will facilitate students' professional and personal effectiveness; and
(3) The ethical systems that will enable responsible and sensitive communication with others. *(CO 1, 2, and 3)*

**Behavioral Objectives:**
Upon graduation, majors are expected to demonstrate skill in:
(1) Communication competence—the ability to read, write, speak, listen and use these processes (including visual literacy and media production ability) to acquire, develop, and convey ideas, information and feelings;
(2) Research and Critical thinking—the ability to effectively gather information, research, and analyze issues from a variety of perspectives;
(3) Relational competence—the ability to facilitate interpersonal and group interactions successfully; and
(4) Adaptive competence—the ability to anticipate, adapt to, and participate in changes, including emerging technological changes, important to both society and professional careers and to do so in rhetorically sensitive ways. *(BO 1, 2, 3, and 4)*

The Department of Communication recognizes that communication is not just something we *do*; it is what makes us who we are and contributes significantly to the world in which we live. Therefore, communication majors are
expected to apply their acquired knowledge and skills to affect their personal development and careers. Majors are expected to participate in the exchange of ideas resulting in responsible personal and social change.

Department of Communication Course-specific Student Learning Outcomes

COMM 1020 Introduction to Public Speaking

Apply the fundamentals of audience analysis and adaptation.
Better cope with communication apprehension.
Structure an organized message to fulfill the speech’s general purpose.
Construct a speech outline developed to at least the second level of subordination.
Develop speeches supported by sound reasoning and solid evidence.
Demonstrate effective extemporaneous delivery that is adapted to the speaker, audience, purpose and occasion.
Use language in speeches that is fitting for the audience, speech purpose and occasion.
Recognize and respond to the needs of their listeners.

GED ED SLO’s for COMM 1020:
Increase written and oral communication skills by enhancing critical thinking, research ability, cognitive learning, and individual/group problem solving.
Gain knowledge of the history, theory, and methods associated with public speaking
Demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms

COMM 1130 Media Writing

The main objective of this course is to help you develop a clear and concise writing style, a dedication to thorough and accurate reporting, and sensitivity to the needs and interests of various audiences. You will learn to:
come up with interesting story ideas for news stories, press releases, blogs, social media and podcasts;
use basic information-gathering strategies, including observation, interviewing and research;
listen and take good notes;
write and edit for accuracy, thoroughness, clarity, conciseness, grammar and AP style;
write in a variety of media styles, especially inverted pyramid;
meet deadlines;
post media content on the Web and manage a blog; become a more informed consumer of media.

**COMM 1500 Introduction to Mass Media**

Learn a basic understanding of how information flows through our society  
Gain a better understanding of how the media affects our everyday lives  
Examine how the important forms of media developed and how new media become popular in society  
Understand the basic structure of mass media and how ownership of the media affects what we hear, read and see  
Look at the current media environment and changes that may occur in the future

**COMM 1560 Audio Production and Performance**

You will learn the important components of an audio system and how to operate them.  
You will learn audio for social media and web applications.  
You will learn the basic of audio editing and sound manipulation.  
You will learn the basics of audio performance.  
You will learn radio station basics.

**COMM 2010 Mass Media and Society**

**GEN ED SLO’s:**  
Increase written and oral communication skills by enhancing critical thinking, research ability, cognitive learning, and  
individual/group problem solving.  
Gain knowledge of the history, theory, and methods associated with mass media in society.  
Improve ability to analyze broad themes and issues that cut across society, as well as judge elements of the humanities.

**COMM 2110 Interpersonal and Small Group Communication**

**GEN ED SLO’s:**  
Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, and literary traditions, as well as  
of key themes, concepts, issues, terminology, and ethical standards in the humanities disciplines.  
Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods,  
and cultures.
Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.

**Course SLO’s**

Become increasingly aware of the critical role of communication in the human experience. Become increasingly aware of, and thoughtfully reflect on how communication impacts their satisfaction and effectiveness in interpersonal relationships and small group experiences in family, work, and friendship contexts. Demonstrate an understanding of communication theories, concepts, and terms. Utilize correct terms and concepts in describing their own interpersonal and small group communication experiences. Experience and practice small group communication through participation in a group service-learning project. Have a better understanding of the learning process, particularly cooperative learning and being part of a learning community. Continue the process of developing as a competent communicator

**COMM 2200 In-Studio Production and Performance**

You will learn how to operate studio HD cameras, the audio mixer, and the video switcher, the graphics program, digital video recorders and lighting instruments. You will learn how to work as part of a television studio crew with experience as a camera operator, a floor director, audio operator, technical director, CG operator, videotape, operator and producer/director. You will learn how to plan, rehearse, perform and execute several types of television programs. You will learn the command language and techniques used by television directors and crew throughout the video industry. You will learn how to prepare simple television graphics and incorporate their use in your programs.

**COMM 2270 Argumentation and Debate**

An examination of the theory and practice of argumentation with an emphasis on the policy debate format. Emphasis also placed on making claims and inferences, research and the use of evidence, cross-examination, case construction, rebuttals, and the style of presentation.

**COMM 2350 Communication Graphics**
a brief history of visual communication basic design principles
basics of Adobe Photoshop and InDesign
the process of printed communication
how to combine text and graphics principles of design for various public relations and advertising functions

COMM 2730 Radio Production Workshop

Students will learn to operate the audio equipment necessary to work in a radio station.
Students will learn the performance skills of a radio announcer including on-air DJ work, Production and News.
Students will learn basic production skills to make pre-recorded announcements for station underwriter and public service announcements.
Students will learn the FCC and University regulations for radio station operations.
Students will learn the functions of each department within the radio station including news, music, sponsorship, sports, promotion, production, web and engineering.

COMM 3250 Essentials of Digital Media

The strengths of the different media
How to navigate the current media landscape
Effective design of a digital message
Producing and editing audio, stills, and video
Using social media to drive traffic & distribute content
Choosing the correct channels to disseminate your media

COMM 2890 Coop Work Experience – Signpost

Understand and use the principles of journalistic judgment, news writing style and some Associated Press style.
Understand the importance of accuracy, fairness and ethical standards in news gathering
Conduct interviews and research with confidence and skill
Write clear, informative, concise and error-free news copy
Better understand the multimedia news production process
Better understand the current media environment, from a single media to Multimedia
COMM 3000 Communication Theory

Understand the scope of communication as a field of study.
Develop proficiency in the critical analysis of a variety of communicative forms and practices through writing and speaking.
Apply communication theories to our daily lives and textual artifacts.

COMM 3050 Interpersonal Communication and Conflict Management

To become aware of the latest research, theory and best practices in the following interpersonal communication concepts: communicating identity, social attraction, uncertainty and expectancy violations, interdependence and equity issues in relationships, dominance, power and influence, privacy and secrets, relational transgressions, disengagement and termination of relationships, and conflict management in groups, organizations and individuals.

To learn techniques, strategies and skills to manage conflict in their personal and professional lives such as effective listening, problem-solving, assertion, principled negotiation, informal mediation, joint decision-making and constructive communication strategies based on specific conflict contexts.

COMM 3060 Listening and Interviewing

comprehend information more clearly and accurately
understand verbal and nonverbal messages more precisely
reduce misunderstanding
improve academic performance
think more critically
respond more meaningfully to self and others
improve the quality of relationships
Plan/manage an interview through the opening, main body, and closing stages.
Demonstrate interpersonal communication techniques in interviewing to include conversing, attending, accepting, listening, questioning, prompting, leading, responding, exploring, confronting, observing, summarizing, discussing, and recording.

COMM 3070 Performance Studies (not presently offered and being revised)
COMM 3080 Inter-cultural Communication

Explain how culture, in and of itself, influences communication and how it interacts with contextual factors to influence communication.
Identify and analyze cultural similarities and differences in communication.
Explain the importance of and analyze the roles of context and power in intercultural communication.
Identify and analyze cultural issues that affect communication effectiveness.
Determine when cultural issues are influencing communication in general and the development of interpersonal relationships in particular.
Recognize the influence of your own cultural group on intercultural communication interactions.
Demonstrate your ability to be a more willing, self-reflexive, flexible, and open communicator in intercultural communication interactions.
Articulate and analyze the complexity of intercultural interactions.
Identify and analyze ethical issues that affect intercultural communication.

COMM 3085 Family Communication

Build, use, and define key terms from the scholarly vocabulary of family communication studies;
Develop a richer understanding—and appraise the value of—important theoretical and practical engagement in family communication studies;
Read, interpret, and apply key family communication theoretical frameworks to your own and other families;
Develop an appreciation for—and learn to interpret, write, and perform—family stories and rituals;
Analyze family problems, challenges, stressors, and influences, and learn ways to manage them;
Learn and practice various approaches to mediating/resolving family conflicts;
Appreciate and appraise various family forms and cultures across a range of possibilities (i.e., comprehend, discuss, and write about the dynamism and diversity of family structures, cultures, and forms of organization);
Develop and practice strategies for researching family communication, family histories and family genealogies, and family stories;
Assess the changing family and consider the future of the family;
Construct a theoretical and practical appraisal of your own family and compare it to other families; and
Apply family theory and concepts to gain greater understanding of specific family situations, storylines, and challenges.
COMM 3090 Gender and Communication

To become aware of and familiar with the latest research, theory and best practices communication and gender concepts
To learn techniques, strategies and skills regarding gender and communication in students’ personal and professional
lives in order to improve them as well as the lives of others
Act positively in personal and collective ways to better communication with all human beings and help make our world
more safe, tolerant and sustainable.

COMM 3130 News Reporting and Writing

learn about the reporting process: information gathering, critical thinking and writing.
discuss and practice using new media as a tool to enhance news delivery.
you should have experience and confidence in a number of areas:
   working a beat
gathering information
following accepted news style
writing in a variety of styles for any medium
expressing your opinion in an editorial or column
using social media to enhance your reporting and news delivery
applying ethical standards to your reporting and writing
recognizing examples of excellent reporting and writing
analyzing news coverage for content, accuracy and fairness
an understanding of the many ways news can and is being delivered

COMM 3150 Communication Research

Develop a broad understanding of the research process.
Identify some of the topics communication scholars consider worth studying and how research questions and hypotheses
are posed.
Be able to find and read previous research.
Examine how researchers plan and design studies.
Explain how researchers conduct studies using various methodologies.
Understand how the information collected is analyzed.
Discuss how results from research are interpreted in a meaningful manner.

COMM 3400 Public Relations

To understand the increasing body of knowledge in public relations
To describe the major theories and processes that undergird the practice of public relations
To identify the roles played by public relations in organizations and businesses
To understand how to build and maintain successful relationships with publics
To identify ethical implications of public relations practices
To understand and evaluate successful public relations campaigns
To enhance the skills in creating effective public relations plans, goals, strategies and tactics

COMM 3440 Public Relations Writing

COMM 3460 Public Relations and Social Media

Understand how to use social media tools to promote an organization or a cause Create a social media marketing plan, with measurable objectives
Understand how to measure ROI (return on investment) in social media
Understand how to use social media for public relations functions such as media relations, crisis communications, branding, and CRM
Monitor your social media footprint and create a compelling personal brand
Know about online tools to stay current in an ever-changing social media Landscape

COMM 3550 Organizational Communication

Upon successful completion of this course, students will have a basic understanding of communication phenomena in organizations through a familiarity with historical and contemporary research and will have developed competencies in describing, critiquing and improving communication in their organizational lives.

COMM 3650 Communication Law
COMM 3740 Writing for Audio and Video

Recognize the differences in style between writing for print and writing for audio and video.
Learn the skills for video and audio writing, including the use of active voice, conversational style and short, tight sentences.
Learn new considerations and applications that come with web/mobile video and audio
Learn how to effectively combine words with elements of audio and video.
Better understand the market and opportunities for copywriters in news, public relations and advertising in the context of a rapidly shifting media environment.
Understand the technical terms used by audio and video scriptwriters.
Write commercial copy for radio, television and online audio and video
Write a video news release appropriate for use on a news program.
Write a long-form corporate video.
Work with clients, balancing their needs and budgets while producing the most compelling product possible.

COMM 3780 Broadcast News Writing and Production

You will learn to write effective news stories for broadcast.
You will learn how to present news stories on-the-air.
You will learn how to produce a quick webcast & television newscast.
You will learn various technical production skills necessary to produce webcasts, broadcasts, etc.
You will learn effective broadcast interviewing skills.
You will learn how to work as a part of a team and understand how your role is critical to the outcome of every newscast.

COMM 3810 Persuasion

Demonstrate an awareness of the pervasiveness of persuasion in our culture.
Critically analyze persuasive appeals used in interpersonal persuasion (compliance gaining), advertising and political persuasion.
Demonstrate knowledge of major classical principles of persuasion, especially Aristotle’s three artistic proofs and the five canons of rhetoric.
Demonstrate knowledge of major contemporary theories of persuasion such as social judgment theory, cognitive dissonance theory, the Elaboration Likelihood Model (ELM) and the Heuristic Systematic Model (HSM) of persuasion.
Differentiate between persuasion and propaganda

**COMM 3850 Advertising**

apply basic advertising theories and principles to practice;  
create an effective advertising campaign;  
plan and implement basic research and interpret research results as they apply to an advertising campaign;  
create and conduct an ethically sound and socially responsible advertising strategy and campaign;  
work with a client and as a member of an advertising team.

**COMM 3890 Advanced Cooperative Work Experience – Signpost**

To provide real-world experience working with others in a deadline-driven newsroom environment  
To provide writing experience, layout experience, web experience and other functions integral to the success of a news organization (amount of experience with each varies upon level of and nature of involvement.)  
To better understand the multimedia nature of today’s newsroom environment and embrace a multimedia newsroom culture.

**COMM 3890 Advanced Work Experience PRSSA**

Developing both long-term and short term career goals  
Stimulating and encouraging awareness of, and appreciation for, their chosen field  
Instilling an overall professional and ethical attitude  
Developing personal portfolios  
Developing a better understanding of the principles and practices of public relations  
Building a network with real life PR professionals  
Developing a better understanding of structure, services, roles, and tasks of public relations firms  
Writing clear, informative, concise and persuasive public relations materials  
Practicing mutually beneficial relationship managements with real life stakeholders  
Researching, planning and implementing public relations programs

**COMM 3890 Advanced Work Experience Weber State News**
You will learn to create effective visual stories for broadcast.
You will learn how to present stories on-the-air.
You will learn how to produce short video messages for broadcast.
You will learn various technical production skills necessary to produce webcasts, broadcasts, etc.
You will learn effective broadcast interviewing skills.
You will learn how to work as a part of a team and understand how your role is critical to the outcome of every newscast.

COMM 4130 In-Depth and Investigative Journalism

COMM 4440 Developing and Evaluating Health Communication Campaigns (Presently not being taught and being re-designed)

COMM 4500 Topics in Communication (Variable topics Course)

COMM 4750 Advanced Audio and Video Production

Capstone course for audio and video production.
Emphasis placed to combining production types to produce longer and more complex programs

COMM 4800 Special Study and Individual Projects

In this course students work with an assigned faculty member on a topic of special interest.

COMM 3250 Live Event Production

You will be part of a crew supplying the visuals for Weber’s ProStar scoreboards. The crew is responsible for providing video of pre-game, game, half-time, and post-game events.
The crew will also provide visuals necessary to fulfill commercial client commitments.
You will learn to operate field video cameras, switchers, instant-replay and other equipment while experiencing the pressures of live-sports production

COMM 4890 Internships (External)
An opportunity for students to receive academic credit for faculty approved on-the-job- learning experiences within certain communication areas of emphasis.

**COMM 4990 Senior Seminar**

Develop presentation, research, and visual communication skills. Enhance interpersonal and group communication skills as you facilitate a large group discussion, participate in small group discussions, and complete a class community project. Improve critical assessment skills to evaluate oral and written job materials and interview abilities.
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

Curriculum Map

<table>
<thead>
<tr>
<th>Core Courses in Department/Program</th>
<th>Cognitive LO1</th>
<th>Cognitive LO2</th>
<th>Cognitive LO3</th>
<th>Behavioral LO1</th>
<th>Behavioral LO2</th>
<th>Behavioral LO3</th>
<th>Behavioral LO4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1020 Public Speaking</td>
<td>2</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1130 Media Writing</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>1500 Introduction to Mass Media</td>
<td>1, 2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>1560 Audio Production and Performance</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>2010 Mass Media and Society</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>2110 Interpersonal and Small Group Communication</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1</td>
</tr>
<tr>
<td>2200 In-Studio Video Production and Performance</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1</td>
</tr>
<tr>
<td>2270 Argumentation and Debate</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>2350 Communication Graphics</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>Core Courses in Department/Program</td>
<td>Department/Program Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive LO 1</td>
<td>Cognitive LO 2</td>
<td>Cognitive LO 3</td>
<td>Behavioral LO 1</td>
<td>Behavioral LO 2</td>
<td>Behavioral LO 3</td>
<td>Behavioral LO 4</td>
</tr>
<tr>
<td>2730 Radio Production Workshop</td>
<td>3</td>
<td></td>
<td></td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2350 Essentials of Digital Media</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
</tr>
<tr>
<td>2890 Coop Work Experience Signpost</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>3000 Communication Theory</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3050 Interpersonal Communication and Conflict Management</td>
<td>1, 2</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>3060 Listening and Interviewing</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>3070 Performance Studies</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2</td>
</tr>
<tr>
<td>3080 Intercultural Communication</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>3085 Family Communication</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>3090 Gender and Communication</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>3130 News Reporting and Writing</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>3150 Communication Research</td>
<td>1, 2</td>
<td>1</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2</td>
</tr>
<tr>
<td>Core Courses in Department/Program</td>
<td>Department/Program Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive LO 1</td>
<td>Cognitive LO 2</td>
<td>Cognitive LO 3</td>
<td>Behavioral LO 1</td>
<td>Behavioral LO 2</td>
<td>Behavioral LO 3</td>
<td>Behavioral LO 4</td>
</tr>
<tr>
<td>3400 Public Relations</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3440 Public Relations Writing</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>3460 Public Relations and Social Media</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>3440 Public Relations Writing</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>3460 Public Relations and Social Media</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>3550 Organizational Communication</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td></td>
</tr>
<tr>
<td>3650 Communication Law</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3740 Writing for Audio and Video</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3780 Broadcast News Writing and Production</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1</td>
<td>1, 2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3810 Persuasion</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3850 Advertising</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3890 Advanced Cooperative Work Experience Signpost</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3890 Advanced Cooperative Work Experience PRSSA</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Courses in Department/Program</td>
<td>Cognitive LO 1</td>
<td>Cognitive LO 2</td>
<td>Cognitive LO 3</td>
<td>Behavioral LO 1</td>
<td>Behavioral LO 2</td>
<td>Behavioral LO 3</td>
<td>Behavioral LO 4</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3890 Advanced Cooperative Work Experience WSU News</td>
<td>3</td>
<td>.3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4130 In-Depth and Investigative Journalism</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4440 Developing and Evaluating Health Comm Campaigns</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4750 Advanced Audio and Video Production</td>
<td>1, 2, 3</td>
<td>1</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4890 Internships (External)</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4990 Senior Seminar</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

**Note**: 1 = introduced, 2 = Emphasized, 3 = Utilized

**Cognitive Objectives:**
Upon graduation, majors are expected to have a thorough knowledge and comprehension of the following:
(1) The history of the communication discipline and its societal and professional implications;
(2) The theories and principles of communication that will facilitate students' professional and personal effectiveness; and
(3) The ethical systems that will enable responsible and sensitive communication with others. *(CO 1, 2, and 3)*
Behavioral Objectives:
Upon graduation, majors are expected to demonstrate skill in:
(1) Communication competence—the ability to read, write, speak, listen and use these processes (including visual literacy and media production ability) to acquire, develop, and convey ideas, information and feelings;
(2) Research and Critical thinking—the ability to effectively gather information, research, and analyze issues from a variety of perspectives;
(3) Relational competence—the ability to facilitate interpersonal and group interactions successfully; and
(4) Adaptive competence—the ability to anticipate, adapt to, and participate in changes, including emerging technological changes, important to both society and professional careers and to do so in rhetorically sensitive ways.
(BO 1, 2, 3, and 4)
E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site:
[http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the plan is not current, please provide an update:

<table>
<thead>
<tr>
<th>Department Objective</th>
<th>Outcome Criteria</th>
<th>Assessment Measure</th>
<th>Time Frame</th>
<th>Feedback</th>
<th>Faculty Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Communication</td>
<td>Students will demonstrate knowledge of the history of the discipline and its societal and professional implications</td>
<td>1) Embedded test questions in COMM 1020 quizzes</td>
<td>1) Early in major: COMM 1020</td>
<td>1) Analysis of embedded questions in COMM 1020 provided to Faculty for review at least once a year (<a href="#">Fall, 2014</a>) Assessment Coordinator will work with COMM 1020 instructors to embed exam questions and extract the evidence of student accomplishment</td>
<td>1) An annual report will be provided the entire faculty who will then discuss it and take any action warranted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Evidence of knowledge of in papers and writing assignments</td>
<td>2) and later in major in Senior Seminar or concentration capstone course (from 2004 to present)</td>
<td>2) Available analysis from writing samples provided from Senior Seminar COMM 4990 or Concentration Capstone courses provided to Faculty for review at least once a year (<a href="#">from 2004 through present</a>) COMM 4990 and Concentration Capstone course</td>
<td>2) An annual report will be provided the entire faculty who will then discuss it and take any action warranted.</td>
</tr>
<tr>
<td>Theories and Principles</td>
<td>Students will demonstrate knowledge and understanding of key theories and principles of communication</td>
<td>1) Embedded test questions in at least one exam in at least one course in every concentration <strong>DIRECT</strong></td>
<td>1) Pre and Post questions will be selected so that some of the embedded test items will be of a pre and post kind and therefore, an early and late semester collection. Some test questions may occur only once.</td>
<td>1) Analysis of pre and post questions in exams in at least one course in each concentration will provided to Faculty for review at least once a year (Fall, 2013). Assessment Coordinator working with faculty will embed test questions in selected courses in the concentrations to provide a pre and post answer analysis.</td>
<td>1) An annual report will be provided the entire faculty who will then discuss it and take any action warranted.</td>
</tr>
</tbody>
</table>

1) e-portfolio review **INDIRECT**

2) Senior Seminar COMM 4990 where e-portfolios will be examined and graded.

2) Using a rubric developed by the department, e-portfolios will be examined and graded to determine student accomplishment. **(Rubric developed)**

2) Entire faculty will review e-portfolio reports as provided by Assessment Coordinator and Readers committee to determine if we are assessing
<table>
<thead>
<tr>
<th>Ethical Systems</th>
<th>Students will demonstrate an understanding of responsible and sensitive communication practices</th>
<th>1) Individual course assessment procedure including embedded test questions, classroom or small group discussions where student reporters record student</th>
<th>1) Every semester beginning Spring, 2013</th>
<th>1) Faculty will keep track of ways they have taught and tested student understanding of ethical systems and will report measures and student data garnered..</th>
<th>1) Assessment Coordinator will collect this data from all faculty members from time to time and report where we find our students as they self-report and as</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3) Administered each semester in COMM 1130 course (2-3 each semester).</td>
<td>Summer, 2013) Analysis of e-</td>
<td>3) 1130 Grammar Test Results provided by 1130 instructors every semester. Analysis provided to faculty by Assessment Coordinator. <strong>Test developed Spring, 2013 and administered each successive semester, one report available to faculty per year</strong></td>
<td>those things intended and if there is enough evidence to make pedagogical decisions. If necessary, upon several years of repeated e-portfolio measurement, as determined by the consensus of faculty, changes to curriculum and or pedagogy may be undertaken.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>portfolios provided from Senior Seminar COMM 4990 or Concentration Capstone courses (At least one per concentration [6] or more, no less than ten per year beginning Fall, 2013)</td>
<td>3) ) Benchmarks determined, Spring 2013</td>
<td>3) An annual report will be provided the entire faculty who will then discuss it and take any action warranted.</td>
</tr>
</tbody>
</table>
discussion and consensus, classroom exercises which seek to help students identify and challenge their own ethical system as well as listen to and reframe from judging those of others.

**INDIRECT AND DIRECT**

discussions, and/or activities which will be reported for this goal. An example of an activity almost all COMM 2110 faculty use in the area of ethical sensitivity is “Abandon Ship.” In this exercise, the students must determine criteria and make decisions which require the group to determine who “must be thrown overboard” in a crisis situation taken from a true experience. Afterward, students are asked to examine their criteria and to identify upon what basis they were determined and then to report if they followed said criteria in making their decision. It is not a “real” life situation, but, as a small group in-class exercise, it is surprisingly powerful in helping students to see the ethical frameworks within which they make decisions and how they may, in fact, they are determined by the embedded test questions, discussions and reported activities. The Assessment Coordinator will bring results to the entire faculty at least once per year. Discussion will ensue with faculty as to the appropriate level of teaching, training and assessing of this area.

(Systematic reporting to begin Fall, 2014)
<table>
<thead>
<tr>
<th>Communication Competence</th>
<th>Students will demonstrate an ability to read, write, speak, listen and use these processes (including visual literacy and media production ability) to acquire, develop and convey information and feelings</th>
<th>1) Embedded exam questions in every concentration</th>
<th>1) Periodically during major and primarily semester before graduation</th>
<th>1) Annual reviews of results on embedded questions in foundational courses and core concentration courses. Assessment Coordinator in conjunction with individual instructors will identify and embed test questions. 2) E-portfolios review by several members of faculty every year. Benchmarks set. Deficiencies identified and suggestions for improvement made From Fall, 2013 and ongoing</th>
<th>1) Faculty will have an annual report and will discuss it and will take any action warranted.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>DIRECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INDIRECT</td>
<td>2) Senior year Students are taught and encouraged to collect artifacts during their major. Students will be taught how to create and maintain an attractive e-portfolio</td>
<td>2) E-portfolios review by several members of faculty every year. Benchmarks set. Deficiencies identified and suggestions for improvement made From Fall, 2013 and ongoing</td>
<td>2) Faculty Readers and evaluators of e-portfolios, need to design and test rubric (Summer, 2013). Then beginning in the Spring of 2014, Faculty will receive annual report and will discuss it and take any action warranted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INDIRECT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INDIRECT</td>
<td>3) Upon completion of internship for Internship surveys and in mid-course, internship providers provide feedback to the department. (see report attached for 2012 and 2011). At five years after</td>
<td>3) Alumni Survey will be created in Summer, 2013. Exit survey will be created Spring, 2013 and will begin to be administered that semester. Benchmarks set for Internship and Exit Surveys (Summer, 2013)</td>
<td>3) Survey results for all three surveys will be compiled by Assessment Coordinator in association with Assessment Committee and provided to faculty for discussion and</td>
</tr>
</tbody>
</table>
graduation, the department will create and administer an Alumni Survey and will continue to collect information on graduates in this manner every five years. Instructors will provide names and addresses as well as email addresses and employer information of graduates they have been able to keep in touch with and a bigger effort will be encouraged in this regard in the future so that the department may have a good core of alumni to call upon for a variety of duties. Beginning in Spring, 2013 and continuing annually, all graduating Communication Majors will be required or enticed to complete an Exit Survey, regarding the sufficiency of their WSU Communication education and what suggestions they may have for future student and department.

Internship survey data provided yearly and Alumni Survey conducted and analysis provided to Comm Faculty every five years by Assessment Coordinator beginning Spring, 2014.

possible action
<table>
<thead>
<tr>
<th>Research and Critical</th>
<th>Students will demonstrate an ability to effectively gather</th>
<th>1) Embedded test</th>
<th>1) 3) and 3) (See 1, 2, 3, 4 (exit surveys)</th>
<th>1) 2) and 3) (See 1, 2, 3, 4 (exit surveys)</th>
<th>1) 2) and 3) (See 1, 2, 3, 4 (exit surveys)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) CLA test</td>
<td>DIRECT</td>
<td>4) Administered by WSU Assessment Division to COMM 4990 in Spring semesters</td>
<td>4) Results compared to previous years’ results and analysis provided to COMM faculty by Assessment Coordinator from Spring 2013 and ongoing as long as WSU administration allows for the 4990 students to take the CLA test.</td>
<td>4) CLA Results provided by University Assessment and analyzed by Comm Department Faculty over multi year period to determine problem areas and possible action steps. Entire Comm. Dept. Faculty</td>
<td>4) CLA Results provided by University Assessment and analyzed by Comm Department Faculty over multi year period to determine problem areas and possible action steps. Entire Comm. Dept. Faculty</td>
</tr>
<tr>
<td>5) 1130 Grammar Test</td>
<td>DIRECT</td>
<td>5) Administered each semester in COMM 1130 course (2-3 each semester).</td>
<td>5) 1130 Grammar Test Results provided by 1130 instructors every semester. Analysis provided to faculty by Assessment Coordinator. Test developed Spring, 2013 and administered each successive semester, one report available to faculty per year</td>
<td>5) Benchmarks determined, Spring 2013</td>
<td>5) Benchmarks determined, Spring 2013 Reports to Faculty available beginning Fall 2013 and ongoing. Faculty will receive annual reports and will discuss these and take any action warranted.</td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
<td>Questions</td>
<td>and 5 in Communication Competence above</td>
<td>and 5 in Communication Competence above</td>
<td>and 5 in Communication Competence above</td>
</tr>
<tr>
<td>---------</td>
<td>---</td>
<td>-----------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and 5 in Communication Competence above</td>
<td>4) The Assessment Coordinator and Reading Committee will continue to monitor student papers in a number of different courses much as we have done in the past. (see writing rubric below)</td>
<td>4) The Assessment Coordinator will assign the readers to grade randomly selected papers using department writing rubric and Coordinator will collect and prepared report</td>
<td>4) Faculty will receive annual reports as they have since 2004 and will discuss these and take any action warranted. (see Writing Reports in 2011 and 2012 reports)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Student e-portfolios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Exit Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Student Papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DIRECT AND INDIRECT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relational Competence</th>
<th>Students will demonstrate an ability to facilitate interpersonal and group interactions successfully</th>
<th>1) Embedded test Questions</th>
<th>(See 1, 2, 3, 4 (exit surveys) and 5 in Communication Competence above)</th>
<th>(See 1, 2, 3, 4 (exit surveys) and 5 in Communication Competence above)</th>
<th>(See 1, 2, 3, 4 (exit surveys) and 5 in Communication Competence above)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1), 2) and 3) See 1, 2, 3, 4 (exit surveys) and 5 in Communication Competence above</td>
<td>4) The Assessment Coordinator will assign the readers to grade randomly selected papers using department writing rubric and Coordinator will collect and prepared report</td>
<td>4) The Assessment Coordinator will assign the readers to grade randomly selected papers using department writing rubric and Coordinator will collect and prepared report</td>
<td>4) The Assessment Coordinator will assign the readers to grade randomly selected papers using department writing rubric and Coordinator will collect and prepared report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Exit Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Student Papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDIRECT AND DIRECT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32
| Adaptative Competence | Students will demonstrate an ability to anticipate, adapt to, and participate in changes, including emerging technological changes, important to both society and professional careers | 1) Student Papers  
2) Student e-portfolios  
3) Exit Survey  
DIRECT AND INDIRECT | Periodically during major and primarily semester before graduation | (See 2, 3, and 4 [exit surveys] in Communication Competence above) | Action warranted. (see Writing Reports in 2011 and 2012 reports) |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal Development and Careers | Students will apply knowledge and skills to be successful in selected careers and as communication professionals | 1) Alumni and Internship Survey  
2) Exit Survey  
INDIRECT | Upon completion of internship and five years after graduation | 1) 2) (See Internship and Exit Surveys above) | 1) 2) (See Internship and Exit Surveys above) |
| Personal and Social Change | Students will participate in the exchange of ideas resulting in responsible personal and social change | 1) Individual Instructors in various courses and in portfolio  
2) Exit Survey  
3) Alumni Survey  
DIRECT AND DIRECT | Periodically in individual courses and in exit and alumni surveys | 1) 2) 3) (See class discussions and activities in Relational Competence and Exit and Alumni Surveys) | 1) 2) 3) (See class discussions and activities in Relational Competence and Exit and Alumni Surveys) |
F. Report of assessment results for the most previous academic year:

a. Evidence of Learning: Courses within the Major
(duplicate this page as needed)

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
</table>
| Behavioral Learning Outcome #1: Communication Competence as displayed in on-the-job learning experience – Course 4890 | Measure 1: Internship Surveys 2012 | Measure 1: 90% of Students will score at least 4.3 on a five pt scale for each of ten measured skills and abilities areas (see survey below) | Measure 1: Survey results (N=85) indicate means above 4.3 for every category but one (writing) (see results in detail below) In comparison of mean of scores across concentrations, the highest to lowest means were: Civic Advocacy, Electronic Media, Interpersonal and Family, Journalism, Public Relations & Advertising, | Measure 1 While our students were competent in scoring at least an average of 4.3 in this survey, writing continues to be our weakest area as it has in the past few years and is only measure to fall below 4.3 (4.0897). In a five-point scale, a 4.01 ranking is not poor but when the other items ranked from 4.800 to 4.3594, the writing score | We will continue to monitor these surveys for more information on the differences, if any, between concentrations and take curricular or pedagogical action as warranted upon further review. The creation of the COMM 1130 Grammar test grew out of earlier assessments in this area,
<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will…</td>
<td>Direct and Indirect Measures*</td>
<td></td>
<td>Organizational Communication and finally Teaching. Note some numbers of cases were few and so this measure may not be valid given more interns in certain areas. (see bar graph below)</td>
<td>does seem low.</td>
<td></td>
</tr>
<tr>
<td>Measure 2: Internship surveys 2011</td>
<td>Measure 2: 90% of Students will score at least 4.3 on each of ten measured skills and abilities (see survey below)</td>
<td>Measure 2: Survey results of 2011, 2012 and previous surveys compared. (See below).</td>
<td>Measure 2: In most categories there has been some improvement in scores although not statistically significant. (See chart below)</td>
<td>Measure 2: COMM Faculty will continue to monitor these surveys for more information on the differences, if any, between concentrations and take curricular or pedagogical action as warranted upon further review.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of Learning: Courses within the Major</strong></td>
<td><strong>Method of Measurement</strong></td>
<td><strong>Threshold for Evidence of Student Learning</strong></td>
<td><strong>Findings Linked to Learning Outcomes</strong></td>
<td><strong>Interpretation of Findings</strong></td>
<td><strong>Action Plan/Use of Results</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Measurable Learning Outcome</strong></td>
<td><strong>Students will…</strong></td>
<td><strong>Direct and Indirect Measures</strong></td>
<td><strong>Findings Linked to Learning Outcomes</strong></td>
<td><strong>Interpretation of Findings</strong></td>
<td><strong>Action Plan/Use of Results</strong></td>
</tr>
<tr>
<td>Learning Outcome 1, 2, 3 and 5:</td>
<td>Measure 1) <strong>Writing as measured by rubric (below) in ten randomly selected papers from upper division courses (2012)</strong> Reader committee will grade using the department rubric (see below)</td>
<td>Measure 1: Students will Score at least 4.0 on a 5.0 scale for each item evaluated on writing artifacts as measured by the writing rubric (see below) And students will score higher than in previous years' measurements. (See graph below)</td>
<td>Measure 1: See Department Learning Outcomes 1, 3, 4, and 5</td>
<td>Measure 1: As can be seen from the graph below, students are scoring moderately better in all areas of writing (3.76 for 2012). However, students have not met the stated threshold. Concern still exists regarding the writing competences of our graduates.</td>
<td>Measure 1: Faculty members have mandated a grammar test be passed in every COMM 1130 course and that e-portfolios be collected in all COMM 4990 courses and a random number of them evaluated each year for writing as well as other competencies. More action may take place as more data is added to what you see displayed below.</td>
</tr>
<tr>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
</tr>
</tbody>
</table>
*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

In addition to the above reports, we have the following evidence of assessment for 2012:

a) Student Internships.
Each of our majors must complete a three-credit hours in a course (COMM 4890) which requires the student to work in the field with a professional supervisor for a pre-determined number of hours. The internship supervisor must complete a mid-term and an end-of-the term assessment or survey which is what we are looking at for this year’s assessment. We believe this gives us valuable information about the Communication department and each of its concentration areas and how our students are performing. In addition, the student interns were compared in the surveys to student interns from the past and other universities, giving us comparable data beyond just our department.

Department of Communication Internship Supervisor Survey:
As part of our overall program assessment, the Department of Communication is sending this survey to you as a supervisor of a student intern. We believe employer input is vital in assessing program and student effectiveness. To help us in that effort, please complete and return this survey.

Circle the numbers below that represent your opinion regarding our student and the specific areas indicated:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student is performing to your satisfaction.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>The writing skills of this student are adequate.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td>The research skills of this student are adequate.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>The student accepts assigned responsibility.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>The student works independently.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>The student’s presentation skills are adequate.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>The student is punctual.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td>The student is prepared for the job market.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>9.</td>
<td>The student works well as part of a team.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>10.</td>
<td>The student displays leadership qualities.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
11. The student is tolerant of cultural differences.  1 2 3 4 5  N/A
12. This student compares favorably to other students
    You have worked with in the past.  1 2 3 4 5  N/A
13. If applicable, compare this student to interns or
    graduates from other universities you have worked
    with in the past.  1 2 3 4 5  N/A

a) Department of Communication Internship Survey Results for 2011 and 2012:

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>2011 n=263</th>
<th>2012 n=85</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student is performing to your satisfaction.</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>2. The writing skills of this student are adequate.</td>
<td>4.0</td>
<td>4.3</td>
</tr>
<tr>
<td>3. The research skills of this student are adequate.</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>4. The student accepts assigned responsibility.</td>
<td>4.7</td>
<td>4.7</td>
</tr>
<tr>
<td>5. The student works independently.</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>6. The student’s presentation skills are adequate.</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>7. The student is punctual.</td>
<td>4.7</td>
<td>4.4</td>
</tr>
<tr>
<td>8. The student is prepared for the job market.</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>9. The student works well as part of a team.</td>
<td>4.7</td>
<td>4.6</td>
</tr>
<tr>
<td>10. The student displays leadership qualities.</td>
<td>4.5</td>
<td>4.3</td>
</tr>
<tr>
<td>11. The student is tolerant of cultural differences.</td>
<td>4.8</td>
<td>4.6</td>
</tr>
</tbody>
</table>
12. This student compares favorably to other students
    you have worked with in the past. 4.5  4.4
13. If applicable, compare this student to interns or
    graduates from other universities you have worked
    with in the past. 2.9
14. I would hire this student. 4.5  4.6
15. Other 4.7

**Student Internship Survey Results by Concentrations**

<table>
<thead>
<tr>
<th>Concentration</th>
<th>n</th>
<th>Total Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Advocacy</td>
<td>8</td>
<td>4.8</td>
</tr>
<tr>
<td>Journalism</td>
<td>6</td>
<td>4.7</td>
</tr>
<tr>
<td>Interpersonal and Family</td>
<td>6</td>
<td>4.6 (4.62)</td>
</tr>
<tr>
<td>Public Relations and Advertising</td>
<td>30</td>
<td>4.6 (4.57)</td>
</tr>
<tr>
<td>Electronic Media</td>
<td>22</td>
<td>4.5</td>
</tr>
<tr>
<td>Organizational Communication</td>
<td>5</td>
<td>4.2</td>
</tr>
</tbody>
</table>
b) Communication Department Writing Rubric:

<table>
<thead>
<tr>
<th>RUBRICS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme or Purpose</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic Appropriate for Purpose?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfills Assignment?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate for Audience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted to Audience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization Fits Purpose?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriately Balanced?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear intro, body and Conclusion?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Transitions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each Paragraph one Main Idea?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBSTANCE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information properly cited?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate information for topic/audience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas well-developed with appropriate supporting materials?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is writing consistent with Type of Info available?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness/Balance?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STYLE:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Clear &amp; Concise?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective Sentence Structure?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concrete Nouns &amp; Active Verbs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Style/Textbook?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Punctuation and Grammar and accurate Spelling?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate and Effective Syntax, Voice, Style?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Department of Communication Writing Evaluation Results for 2012 and comparison to other years: (see Writing Rubric above). Average 5 point scale scores for 2012 4990 writing evaluation performed by randomly selecting ten papers and scored by one inside department member and one outside = 3.76

![Writing Evaluated by Year](chart.png)

c) Spring 2011 CLA Test in two COMM 4990 sections:

<table>
<thead>
<tr>
<th>dept n</th>
<th>Analytic Reasoning &amp; Eval</th>
<th>Writing Effectiveness</th>
<th>Writing Mechanics</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comm</td>
<td>WSU</td>
<td>All</td>
<td>Comm</td>
</tr>
<tr>
<td>14</td>
<td>2.86</td>
<td>3.00</td>
<td>3.40</td>
<td>2.86</td>
</tr>
<tr>
<td>9</td>
<td>3.44</td>
<td>3.00</td>
<td>3.60</td>
<td>3.33</td>
</tr>
<tr>
<td>9</td>
<td>3.44</td>
<td>3.20</td>
<td>3.40</td>
<td>3.44</td>
</tr>
<tr>
<td>Communication</td>
<td>Spr 2012</td>
<td>WSU</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------</td>
<td>-------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Total n</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT_n</td>
<td></td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT_mean</td>
<td>1075.5</td>
<td>1101</td>
<td>1165</td>
<td></td>
</tr>
</tbody>
</table>

**Observed CLA Scores vs. Expected CLA Scores**

- Your institution
- Other CLA institutions
- Observed performance equal to expected performance

Expected Mean Senior CLA Score
Interpretation and Key: Students completing the CLA were randomly given one of two tasks, either the Performance Task (1 task, 1 set of scores) or the Make-an-argument/Critique-an-argument Task (2 sub-tasks, 2 sets of scores). Within each department, both Tasks are represented. The data at the left, above, shows the overall average score earned by students in each department for each of the task-types and shows the average WSU score as well as the average CLA (all institutions) score, for comparative purposes. The counts indicated in the rows labeled 'Rel to Exp [above]' indicate how your students, for whom we had ACT or SAT scores, performed relative to expected performance based upon their ACT or SAT scores. Students performed well above, above, near, below, or well below what was expected based upon their ACT/SAT scores. The premise for this type of indication is that scores above or well above suggest 'value-added' in the time between taking the ACT/SAT tests and graduation. Similarly, scores below and well-below suggest 'value-lost' during their time at the university. The graphic to the right shows WSU (the red dot) in comparison to all other schools that participated in the CLA on the scale of observed versus expected.

The data on the right panel show the average scores earned by your students on each of the sub-categories that yield the final score for each task. Again, comparative WSU and ALL average scores are provided. The rubrics used to grade the tasks can be seen at http://www.collegiatelearningassessment.org/files/CLAScoringCriteria.pdf.

d) Five Students comments upon graduating in Spring of 2012:

1. I took COMM Research Methods last summer and have two pieces of feedback to give on it:
   a) That course should NOT be taught in summer semester. It has too much material to cover in seven weeks.
   b) It should not include a research project/final paper. There is plenty to learn in general concepts and SPSS without having to devise and conduct an original research study. I understand a lot of COMM majors like to expand on their project from this course when it comes time for their senior seminar—that’s fine, but for a COMM minor student like myself (I took it as an elective), it is too much work. Alternatively, maybe the Catalog could state, “This course is recommended only for communication majors.”

2. I feel that intercultural communication and gender and communication are very similar. They seem to cover a lot of the same information, so I think it could be nice to see them combined into one class. It would also be nice to have maybe two research methods classes or something. Based on my experience and the
experience of others, I feel that often students don’t gain enough of an understanding of how to do research and interpret the results of quantitative data. It would be nice to take both a quantitative research methods and a qualitative research methods course. Or, an Intro to Research and an Advanced Research Methods.

3. I feel that research methods needs to be a two-part class. I would like to see the first semester as a lecture course teaching the concepts of research methods. There would be homework but we would not be trying to do a research project while learning the skills. The second semester would be applying the concepts learning in the first. At the beginning of the first semester, students would start thinking of what they would like to do research on. Qualitative and quantitative styles would be taught. Having two semester to complete a research project would give students the ability students the ability to have better quality papers.

They might want to combine gender and intercultural together. They are similar to each other. This would allow another class to be offered.

4. I would like to have taken Gender and Communication (COMM 3090) but it was not offered very often. I was also interested in Family Communication (COMM 3085) and I think that it should be offered more often. I feel like COMM Research (COMM 3150) would have been more effective if it focused on either qualitative or quantitative research rather than both.

5. The department should do Exit Interviews because it would give students a chance to identify ways the department can help them with job market and networking in the community.

COMM 3150 Research Methods. So much information in one class, it would be nice to have two, one qualitative, briefly touching on quantitative and vice versa because some students prefer one over the other and the student could get more a more comprehensive view of research methods.

Make intercultural and gender communication one class. A lot of the information is so similar that there isn’t a need for both.

Media Law (COMM 3650) is way too much application on case law for other communication majors that they don’t get to learn more about what applies to the average citizen. I think an introduction and advanced option would help.

Senior Seminar (COMM 4990) I love the community-based research. It gives graduates a chance to be involved
In their community and network. However with a big paper and other obligations in the class, it is impossible to give the community-based research the time and effort it deserves. Prior to taking Senior Seminar, there have been enough big papers so I think this class should be about helping graduates move out of college. So the class could be focused on community and job search or graduate school work to help students get help with the next step.

e) Examples Student Writing A, B, C graded papers:
   Please see attached.

c. Evidence of Learning: General Education Courses
   (duplicate this page as needed or delete if department does not offer GE courses)

<table>
<thead>
<tr>
<th>Evidence of Learning: Courses within the Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Learning Outcome</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Students will...</td>
</tr>
<tr>
<td>Learning Outcome 1:</td>
</tr>
<tr>
<td>Learning Outcome 2:</td>
</tr>
</tbody>
</table>
### Evidence of Learning: Courses within the Major

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Direct and Indirect Measures*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
<td>Measure 2:</td>
</tr>
</tbody>
</table>

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

**General education at Weber State University** provides students with a foundation in the arts and sciences that transcends and complements their academic emphases. This exposure to diverse fields of study enables students to make intellectually honest, ethical decisions that reflect a knowledge of and respect for diverse people, ideas, and cultures. Such breadth of education also cultivates skills critical to student success in academic, personal, professional and community endeavors both within and beyond the university. Students completing the general education program can:

- Communicate, understand and interpret ideas and information using written, oral and visual media.
- Think critically and creatively to construct well-reasoned arguments supported by documented research.
- Use quantitative, mathematical relationships, operations and reasoning.
- Demonstrate an understanding of the history, foundational principles, economics, and politics of the United States.
- Demonstrate proficiency in computer and information literacy.
- Demonstrate an understanding of how the biological and physical sciences describe and explain the natural world.
- Demonstrate an understanding of humans, their behavior, and their interaction with and within their physical, social, local and global environments.
- Demonstrate an understanding of diverse forms of aesthetic and intellectual expression.

The Department of Communication has three general education courses and the objectives and assessments can be found above with our other courses. While we will be participating again this spring in an College of Arts and Humanities General Education assessment, we will also be experimenting this spring in embedded test questions in COMM 1020, 2110 and 2010. We are also trying to design a pre and post-test design using these embedded questions. The Speaking Outline Rubric below may be used to examine outlines from a number of COMM 1020 Public Speaking courses to begin this spring or next fall.
Communication 1020 Outline Grading Rubric:

Outline Feedback

Does the outline use the prescribed outlining format? (I, A., 1.) __________

Is there evidence of an organizational design? ______________
Is there a Thesis statement? __________
Is thesis statement one declarative sentence? __________
Does thesis include all main ideas? __________
Is Introduction included? __________
Does introduction introduce subject? __________
Does Introduction preview all main ideas? __________
Is Introduction outlined as prescribed in Power Point slides? __________

Is there a Body of the speech identified? __________
Are there 3-5 well-balanced main ideas? __________
Is there one statement per outline item? __________
Is there supporting material to the second level of subordination? __________
Is each item subordinated correctly (logically) under main ideas and sub-points? __________
Is the body in outline format rather than manuscript? __________
Is each outline item one full sentence? __________
Is supporting material cited within outline (name, year)? __________
Are transitions evident? __________

Is there a conclusion identified? __________
Is the conclusion outlined? __________
Does conclusion include a summary of main ideas? __________
Does conclusion use one or more concluding devices? __________

Is there a Works Cited section identified? __________
Is the number of sources correct for the assignment? __________
Do the sources look acceptable for quality? __________
Are the citations used in the outline of the speech? __________

48
Is the style used in the Works Cited section acceptable? 

Other

G. Summary of Artifact Collection Procedure

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student writing (papers)</td>
<td>Cognitive Objective 2 Behavioral Objectives 1 and 2</td>
<td>(i.e. end of semester) Most at end of semester</td>
<td>(i.e. electronic copies) Some paper copies, some electronic</td>
</tr>
<tr>
<td>Internship Surveys</td>
<td>Cognitive Objectives 2 and 3 Behavioral Objectives 1, 2, 3 and 4</td>
<td>(i.e. 2-3 times per semester) Twice during semester</td>
<td>(i.e. electronic format, chi tester warehouse) Paper but then results put in electronic format</td>
</tr>
<tr>
<td>CLA Tests</td>
<td>ALL</td>
<td>Once a year in COMM 4990 Senior Seminar</td>
<td>University Assessment</td>
</tr>
<tr>
<td>FUTURE PROJECTS: Exit Survey, Grammar Test in COMM 1130, e-portfolios evaluated in COMM 4990 Senior Seminar</td>
<td>ALL</td>
<td>Variable</td>
<td>Mostly electronic</td>
</tr>
</tbody>
</table>

Summary Information (as needed)
Please respond to the following questions.

Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).

With whom did you share the results of the year’s assessment efforts?

Based on your program’s assessment findings, what subsequent action will your program take?

The assessment data has increased our confidence in our program assessment and ultimately in our curriculum design and implementation. The evidence we have received from multiple years of internship surveys as well as multiple years of collecting and evaluating writing samples from our students have provided information on where we are doing well and where we need to concentrate our efforts in the future in assessment and changes in pedagogy and content. We have developed and fine-tuned our rubrics regarding these learning artifacts and find we are in line with other universities and WSU departments.

Our assessment efforts and reflection by faculty have resulted in a number of curricular design changes including creating two new courses to meet the challenge of a rapidly changing communication world: COMM 3250 Essentials of Digital Media and COMM 3460 Public Relations and Social Media. In addition, the teaching about, use of and research regarding the communication technology explosion and the world-changing developments in social media are big topics in almost all communication courses. Also in response to real world events and student needs, our mass media concentrations of journalism, public relations and marketing and electronic media have re-calculated their course offerings and activities to converge elements such as print journalism which made sense in the past but now is no longer meaningful as all media, print, web, radio, television, and social media are linked in producing and disseminating news and information in an incredibly accelerated way. We will be graduating our first class of Masters of Professional Communication this spring and this program has required a good deal of thought, research and continued refining based on student and instructor feedback.
In response to our dean’s request and in order to update our assessment efforts, all course student learning objectives and activities have been collected and a new curriculum grid and assessment plan have been formulated. All student learning outcomes are now published on our syllabi every semester in every course. We have developed a number of measurement rubrics which we will be “beta-testing” in the coming six months. Some of our COMM 4990 instructors have been instructing students about and having students create a course e-portfolio. Now, because of our interest in those accumulating artifacts and the possibility we have for valid measurement tools, we will be creating a rubric and faculty project to begin to actually assess the students’ e-portfolios. We will be using a grammar test in our COMM 1130 course as our data tell us our students lack some basic grammar skills. We will have interesting data to think about and evaluate after we begin having all of our graduating majors take an Exit Survey.

2) With whom did you share the results of the year’s assessment efforts? Our faculty, dean, and university through assessment reports.

Our future assessment plans include: Future Methods include e-portfolio creation and evaluation, COMM 1130 grammar test, embedding questions in course tests in every concentration, continuing to create and administer Internship and alumni surveys and the creation and evaluation of a Majors Exit Survey. We will also be continuing our writing reviews to determine what changes in pedagogy or curriculum can help our students to be better writers. Please see below for more on these efforts.

Executive Summary of Assessment Report
Department of Communication, 2012
Dr. Sheree Josephson

Action taken since last assessment report
Student learning outcomes were developed and published for almost every class. (See pages 10-19, this document.)
Curriculum grid was updated. (See pages 20-24, this document.)
Assessment plan was updated. (See pages 25-33, this document.)
Internship surveys from internship providers were analyzed and compared with previous years' reports (See pages 37-39, this document.)
The CLA general college achievement test was administered to two sections of COMM 4990 students and reports provided to the department (See pages 42-44, this document.)
Random student writing examples were gathered and measured using the department's writing rubric (see pages 40-42, this document)
Five students provided feedback on our curriculum before graduating (See pages 44-46, this document).
New assessment data
Internship providers, many of whom will be our students’ employers, rated students above 4.5 on a 5-point scale on every category ranked, except for writing (4.08) and presentation (4.36) in our Internship Survey assessment. In writing, students in the journalism (4.60) and civic advocacy (4.43) concentrations scored higher than students in the other concentrations. In presentation skills, students in the civic advocacy (4.60), interpersonal and family (4.50) and public relations/advertising (4.53) scored above the average.
The writing assessment performed on ten random student papers also showed that Communication students are making steady, albeit slow, progress in this area.

Assessment plans
A grammar/writing test will be given in Comm. 1130 Media Writing, the writing course required of all Communication majors. Students will be required to pass this test before they can pass Comm. 1130. This will begin in Spring Semester 2013.
An exit survey will be administered to all graduating seniors. This will be developed Spring semester and we will begin to survey students Spring, 2012.
The few remaining class SLOs will be finished.
Comm. 4990 Senior Seminar will require all seniors to create a resume and e-portfolio.
Rubrics will be created by each of the six concentrations that can be used to assess the students’ online portfolios. Senior projects and e-portfolios will be analyzed using these rubrics beginning in Spring Semester 2013.
Discussions will begin in Spring Semester 2013 about how to better assess the three general education classes. One idea is to embed questions in Chi Tester to track student performance. We will begin “beta-testing” a few embedded questions, Spring, 2013.

In conclusion, we can definitely say that our past assessment efforts have driven curriculum and pedagogical changes and have been in most cases a source of pride regarding our majors’ competency levels. We need to learn more and have many plans to implement immediate assessment techniques we have not used before but are now willing to try because of the level of confidence we have gained in our assessment measures thus far. We are in great need for knowledge concerning our general education courses as we have so many of them every semester (more than fifty) and have little valid assessment to date. The assessment of e-portfolios in our Senior Seminar course has long been a dream which is finally coming to fruition.

Thank you, Assessment team, for all of our help and assistance without which very little of this would have been accomplished. Look for good things to happen in our department because of your assistance in our assessment efforts.