



Program Assessment Report (PAR)

Communication Studies (COMS) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Graduates will be able to: 1. Understand that communication constructs messages that are about the social world. 2. Critically analyze messages. that are mediated. interpersonal and intrapersonal 3. Demonstrate verbally and in writing an understanding of theory and a degree of mastery in disciplinary writing conventions, including the effective use of documentation (e.g., American Psychological Association Style Manual, The Associated Press Style Manual). 4. Analyze and investigate the roles of the senders, messages and receivers across cultures in intrapersonal, verbal interpersonal communication, nonverbal interpersonal communication, mediated communication, and mass communication scenarios. Although not an accredited program, the communication studies program curriculum follows the pedagogical recommendations of the National Communication Association and the International Communication Association and the Communication Course Directors Association of the National Communication Association. 3. Understand and demonstrate the importance of ethical communication.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Representation was achieved by reviewing an entire class performance. Introductory and senior classes comprise the populations from which the samples were drawn (e.g., COM 1040, COM 2410, COM 3700, COM 3490, COM 4710). A lower level class assignment and an upper level class assignment is examined for each of the four learning outcome with the senior social media capstone being assessed as well. 1. Understand that communication constructs messages that are about the social world. COM 1040 students demonstrate cultural sensitivity in creating messages for target audiences across cultures. They write essays of experiences where they observed or were a part of a communication situation where an effort to reach out and understand across contexts was a positive

outcome. The students were asked to then share a negative experience with a sender, message and receiver that they either observed and or were a part of as well. Summer COM 1040 class - Each student's essay demonstrated an ability to specifically apply the Aristotelian model of communication with a positive and with a negative cross cultural example. A rubric was used to compare and contrast student performance grades earned in the class of A, B, C, D and F and comparing that to quantitative scholars Drs. Mary Rucker, Melissa Spirek and or Mark Zeller's ranking of the assignment as being ranked from 1 to 5 with A being the highest score and 5 the lowest score. COM 3700 students chose one of the Supreme Court Case Court rulings (<https://supremecourthistory.org/classroom-resources-teachers-students/#>) and answered an evaluation of the majority and minority decisions that reviewed social issues in the videos. Teacher grades were compared to the independent coding of 1 to 5 with A being the highest score and 5 being the lowest score were compared to the individually assigned grades of A, B, C, D or F. 2. Critically analyze messages. that are mass, mediated. interpersonal verbal and nonverbal and intrapersonal. COM 1040 students critically analyze examples of key messages in five distinct situations. For example, mass communication could be analyzed with Neil Armstrong speaking as the first man to step on the moon. The five famous communication situations that the students select range from sports to government. The sender, message and receiver are analyzed with each context. Earned grades of A-F are compared to the rankings of the coder who compared the grades to their rankings of 1-5 as described above. COM 3490 students content analyzed mediated messages by replicating an original content analysis with extended media content of their choice. For this graded assignment, coders ranked each content analysis again from 1-5. 3. Demonstrate verbally and in writing an understanding of theory and a degree of mastery in disciplinary writing conventions, including the effective use of documentation (e.g., American Psychological Association Style Manual, The Associated Press Style Manual). COM 2410 students use the theory of action assembly theory to understand cognitive how people tend to depend upon the recent frequency of procedural cognitive records when performing a group mission. The graded assignments of A-F were then compared with the coders' rankings of 1-5. COM 4710 This social media capstone course spotlights the unique effects of social media relative to the collapse of time and or space in reaching out to distinct audiences. Students write original essays about creating their social media platforms before making verbal presentations to the class. The coders compared and contrasted their numerical rankings in comparison to the assigned grades for each of this capstones' two components. 4. Analyze and investigate the roles of the senders, messages and receivers across cultures in intrapersonal, verbal interpersonal communication, nonverbal interpersonal communication, mediated communication, and mass communication scenarios. COM 1040 students created five models where the same message is conveyed across the five scenarios. These messages tend to be affective responses such as love, anger, jealousy, and sadness. Overall the application of the models with unique senders and receivers will be ranked by a coder that is compared to the grade assigned. COM 4710 students focus upon media consumption as a process and the media expert uses a dashboard to converge the messages to attract the most desirable audiences. The coder's ranking is compared with the assigned grade while this goal is addressed.

B. Scoring of Student Work

Three quantitative scholars did the scoring. Drs. Mary Rucker, Melissa Spirek and Mark Zeller are the quantitative scholars who coded each of the students' assignments in comparison to the goal advanced. A coding book was provided to each coder and exemplars were provided for each of five rankings to describe how well each student's work achieved the goal described. Therefore at least 20 examples were shared along with the description of each goal. A Cohen's kappa of at least 86% was achieved with each coder with 10 examples for each of the four goals. In sequence, the Cohen's Kappas were: 93%, 89%, 92% and 98%. Coding was then completed before rankings by the coders were compared to the earned grades for each assignment. This coding scheme was then turned into a rubric where the coder was blind to the grade each assignment earned. The coder assigned the ranking and this was then compared to the grade the student earned for the assignment.

1. Understand that communication constructs messages that are about the social world. COM 1040 = 99% COM 3700 = 92%

2. Critically analyze messages that are mass, mediated, interpersonal verbal and nonverbal and intrapersonal. COM 1040 = 95% COM 3490 = 92%

3. Demonstrate verbally and in writing an understanding of theory and a degree of mastery in disciplinary writing conventions, including the effective use of documentation (e.g., American Psychological Association Style Manual, The Associated Press Style Manual). COM 2410 = 93% COM 4710 = 97%

4. Analyze and investigate the roles of the senders, messages and receivers across cultures in intrapersonal, verbal interpersonal communication, nonverbal interpersonal communication, mediated communication, and mass communication scenarios. COM 1040 = 98% COM 4710 = 94%

C. Indirect Assessment

Methodology and Sampling: Recent undergraduate graduates were invited to post material that they learned from their courses that they now use as a professional comprise the first segment of assessment of feedback in response to the majors. This was an open invitation with voluntary compliance. For the second set of answers, all communication studies and media majors are required to complete COM 3490: Survey of Communication to fulfill the quantitative research methods requirement for the College of Liberal Arts. Students must be a junior and or a senior to register for the course and will have completed at least 8 of the required COM classes that required the three learning outcomes.. On the final COM 3490 project, students are asked to document what, if any excitement they have for having covered all three of the learning requirements for their major. WHAT I LEARNED IN MY DEGREE COURSES THAT I USE NOW AS A PROFESSIONAL Students voluntarily posted on Facebook what they learned and are using as a professional after having graduated from Wright State University's media studies and communication studies programs. Mike Holland When writing a news story or short comm., be prepared to cut your favorite line. "Murder your darlings." If it's not relevant to the point, it doesn't matter. Stay the

course. William Crabtree "Don't should on me and I won't should on you." Don't push your values and beliefs on someone else, cause were not all the same. Laura Taylor It doesn't matter how eloquent and well-written it is - if it doesn't convey the point/story in a way your audience understands- it isn't good communication. Hannah Tokasz The critical thinking skills that I learned were invaluable. The best answer is oftentimes not one dimensional. FINAL PROJECT ASSESSMENT WHERE COM 3490 MEDIA and COM MAJORS WERE ASKED "GIVEN YOUR MASTERY OF THE THREE THREE LEARNING OUTCOMES, WHAT EXCITES YOU, IF ANYTHING, ABOUT YOUR

MAJOR?" Aysha Middlebrooks This major excites me because there is a broad range in terms of what someone can achieve as a career by going into this field. For instance, some of the potential careers I can have upon graduating with a B.A. in this department include being a journalist, salesperson, or health services manager. Additionally, I feel that depending on what someone picks as a minor, the Communication major can remain helpful in terms of supplying additional knowledge about the subject. For example, I have chosen to minor in Sociology which is concerned with multicultural awareness and understanding social dynamics. As a Communication major one of the departmental requirements is that I take the class COM 4320 Race, Class, and Gender in Communication, and based on its title alone, I can tell it will provide supplemental knowledge I can apply to a sociology class. Needless to say, communication studies is an extraordinary field as it provides its students with fundamental knowledge about how we, as a society, create messages and how these messages ultimately shape our society.

Alexa Lowry What excited me about Communications is I can use characteristics I already have. I am outgoing, talkative, sociable, helpful, compassionate, etc. I have always had the calling to help people. Communications is limitless in the possibilities you can help others. It also is field that will never not be needed. Communication is need in a variety of ways in a variety of fields. Tessa Jenkins I absolutely love my major! My freshman year I was so hesitant on what I wanted my major to be. I was not able to go undeclared at Clark State. I went with my gut feeling and chose communications. As a junior, my love for my classes has grown. What excites me most about my major is all the job opportunities that are offered. If I get a job one place and realize it's not my cup of tea, I can try another. The options are basically endless. I look forward to gaining more experience within my classes and broadening my horizon. Meagene Birt I am intrigued by this field because I want to hone all skills I could use at my current job. I would say communication is one of my biggest weaknesses, so I am able to improve. Hannah Brown What excites me about this is the opportunities I get with this major. My dream goal is to move to Boston and work for the sports network out there. I am a huge fan of their sports and I could talk about them for hours. I would like to write for their newspapers or even be an announcer. Kaitlyn Chrosniak What excites me about this pairing is that it allows me to study my interests while knowing I am not certain about what I want to do post-graduation yet. I could go into sales, marketing, research, public relations, human relations, journalism, etc. I feel as though I have lots of freedom to explore my interests while still earning a degree that gives me room to explore. Alyssa Carter What excites me the most about my major is many opportunities of job choices that will be available to me once I graduate and enter into the workforce. Demetrius Clark What excites me is being able to network, and have a traveling opportunity depending on my occupation. Kara

Fitzpatrick This major is so versatile. I originally chose this major because I wasn't sure where I wanted to take my future. Now that I'm almost finished with my third year, I can see all the possible directions I can go with this degree. Through the many classes I've taken, I've learned about so many vastly different topics. I'm so grateful to have had the opportunity to learn about and experience so many things through one major.

Autumn Sturdevant My major is Communications. This major excites me because 1) it helps me communicate better and 2) helps me understand people better. By saying that I mean, understanding their facial expression and body language. I know how to handle certain situations better. Made me look at the bigger pictures. Some of my classes would ask me certain things that I have never thought about. Very blessed to have the opportunity to learn it all.

Kaitlin Stoeckmann What excited me about this major is how broad it is. There are so many different fields to learn about and potentially find a career around. I know people with Communication degrees who work in HR, who are writers, and one who is a 911 emergency dispatcher. There are so many options out there.

Crisdana Randall My major opens up a wide range of career opportunities for me. For example, I could work in public relations, social services, or politics. My major allows me to open my mind to many career paths.

Joshua Potter I can achieve so much with my skills.

Jacob Calvert I am super excited that this major gives me the opportunity to do what I want to spend the rest of my work life doing. I want to work in sports media, preferably for the Cincinnati Bengals. If that's not possible, I would also be open to working in entertainment media like television, movies, and gaming.

Jamie Naylor I like this major because I get to explore a lot of different parts of the media field. It helps me think outside of the box and opens my eyes to new information or ways of thinking I previously wouldn't have thought of.

Skyler Olesevsky Thank you so much!!!! I truly could not be where I am today without you. Media Faculty have gone above and beyond to encourage me and push me to do my best. I'm the best version of the student I can be because YOU helped me get there with my media content mastery!!! Thank you so so much!!!

III. ASSESSMENT RESULTS/INFORMATION:

1. Communication Studies courses 2. Internship

1. At least 94% of all Communication Studies students produce and maintain high quality work in the majority of our COM courses with earning at least a C or higher. Students who retake a class because of uncontrollable stressful situations or poor performance tend to complete the course with a C or a B despite originally earning an F or incomplete. With thoughtful and sensitive assignments that are direct operationalizations of the goals, faculty are able to monitor and even strengthen the students' mastery of difficult and salient content.

2. Between 2021 and 2022, over 35 media studies and communication studies majors completed elite degree-relevant internships that were found by Internship Director Mr. Ray Marcano. Thanks to Mr. Marcano, media studies majors have the opportunity to have their work published in The Dayton Daily News and this is not an opportunity that journalism majors at Bowling Green State University,

Ohio State University or Kent State University can enjoy. It is these unique experiences that makes the majors competitive for jobs upon graduation. These internships and the experience gained are consistent with the standards of the Accrediting Council for the Education of Journalism and Mass Communication.

1. As indicated in the Direct Assessment (Evaluation/Observation of Student Work) section, various courses meet each learning outcome. 2. Students practical internship experience addresses the three learning outcomes.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Currently faculty are responding to a high interest in the health communication and grant writing components of the coursework currently available. The faculty are attending conferences, earning accreditation (NIH and NSF grant accreditation) and reviewing the currency of their curriculum. The results were emailed to all of the faculty and open ended comments are posted on the communication department's facebook page where graduates were encouraged to respond. The faculty assessment conclusions resulted in the faculty the following actions: 1. Emphasize professional behavior in the internship practicum experience. 2. Continue to investigate the needs, if any, for prerequisites for COM classes. 3. Monitor student writing ability and oral presentation skills that have significantly dropped in the freshmen and sophomore level courses as a result of COVID impacting high school learning. Currently more upper division classes like COM 3490 are adding oral presentations for the class. 4. Faculty are emphasizing ethical behavior in introductory classes that are consistent with professional behavior in the workplace. 5. Work on writing skills while bridging theory to practice that will build upon critical thinking skills. and 6. Develop inductive and deductive approaches for analyzing data in meaningful ways with the courses' areas of expertise.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.