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A. Program Mission

The Communication Studies Program prepares students for the challenges of a society that is shaped by communication. As participants in the program, students develop and integrate knowledge, creativity, ethical practice, and skills. Students also examine and produce work in oral, written, and visual communication and practice skills in group and intercultural communication.

B. Mission Alignment

The Communication Studies degree typically culminates in an externship, offering students a chance to practice their target career with a current professional. Prior to that hands-on experience, Communication courses offer a variety of open-ended projects and opportunities to engage with professional or public communities as objects of study for research (e.g. COM 326: Communication Research) or practice (e.g. COM 425/426: Mediation and Mediation Practicum).

As every student's 36-credit focused sequence (see below) creates a unique degree program, innovation is a regular feature of the curriculum – students' programs of study vary as much as the students themselves. AY 2018 saw the development of a new introductory-level Communication

Community College programs or from other programs at OIT, common retention data focused on first-time freshmen would not accurately describe our retention figures.

C. Program Graduates

In AY 2018, 14 students graduated with a Communication Studies B. S. One student also majored in Population Health Management, and another majored in Management (Small Business Option).

D. Industry Relationships

The Communication department as a whole does not maintain industry relationships beyond its advisory board, which includes school board members, Jeld-Wen employees and members of the community.

During AY 2018, the Communication department continued its membership in the MadCap Scholar Program, which grants access to the professional MadCap Flare suite of technical writing applications for students (normally $1,799 per license).

E. Learning Experiences

In April of 2019, six students presented papers at the Northwest Communication Association's annual conference in Coeur d'Alene, Idaho. These students experienced an academic conference in its entirety, networking with faculty from colleges and universities around the Pacific and Inland Northwest. Their work was presented at the same level as graduate students and faculty.

F. Program Changes

The Communication Studies B. S. has no programmatic changes from AY 2017 to AY 2018 due to formal assessment data. Some programmatic cnpdf())3.-5 (om)139.001 Tw (t)3 (Tc 0)TJ-0.00 Tc6 (a.)3 (S)3 (o)4 (m

3. Practice critical thinking to develop innovative and well-founded perspectives related to the students' emphases.
4. Build and maintain healthy and effective relationships.
5. Use technology to communicate effectively in various settings and contexts.
6. Demonstrate appropriate and professional ethical behavior.

B. Program Student Learning Outcomes
Students with a bachelor's degree in Communication Studies should be able to:

1. Demonstrate critical and innovative thinking
2. Display competence in oral, written, and visual communication
3. Apply communication theories
4. Understand opportunities in the field of communication
5. Use current technology related to the communication field
6. Respond effectively to cultural communication differences
7. Communicate ethically
8. Demonstrate positive group communication exchanges

C. Origin and External Validation
The program objectives are reviewed annually by the department and at each advisory board meeting. They are implicitly discussed at each CSAC (Communication Studies Advisory Committee) meeting, occurring twice per academic term, as individual students' programs of study are reviewed.

The Communication department has not yet begun external validation of these outcomes nor assessment of student proficiency after graduation. In AY 2019, the department will pilot an informal self-assessment of program graduates, hopefully creating a regular graduate assessment routine beginning in AY 2020.

The AY 2017 assessment report concluded that the existing curriculum map's focus on individual courses for particular PSLOs and the resulting assessment cycle was suboptimal for a small program with such rapidly changing programs of study (i.e. focused sequences). As a result, a fuzzy ISM analysis (Singh & Garg, 2007) was conducted on courses taught during AY 2018 to begin remapping the curriculum according to faculty perceptions of where each PSLO was emphasized. This mapping process is intended to be recalibrated academic each year. Most courses are taught by the same faculty member or small group of faculty members each year, likely resulting in minimal change in the map over time, but it is believed that this continual recalibration of our map will improve the data received in our annual assessment cycle.

Figure 1 above shows the courses and PSLOs[1] with the most direct, dependent connections to each other – what we might consider the core of our program. Figure 2 below, while more difficult to read, shows the degree of connection between courses and PSLOs with some influence on each other. These maps were generated using the LIPSOR MICMAC method developed by Godet and
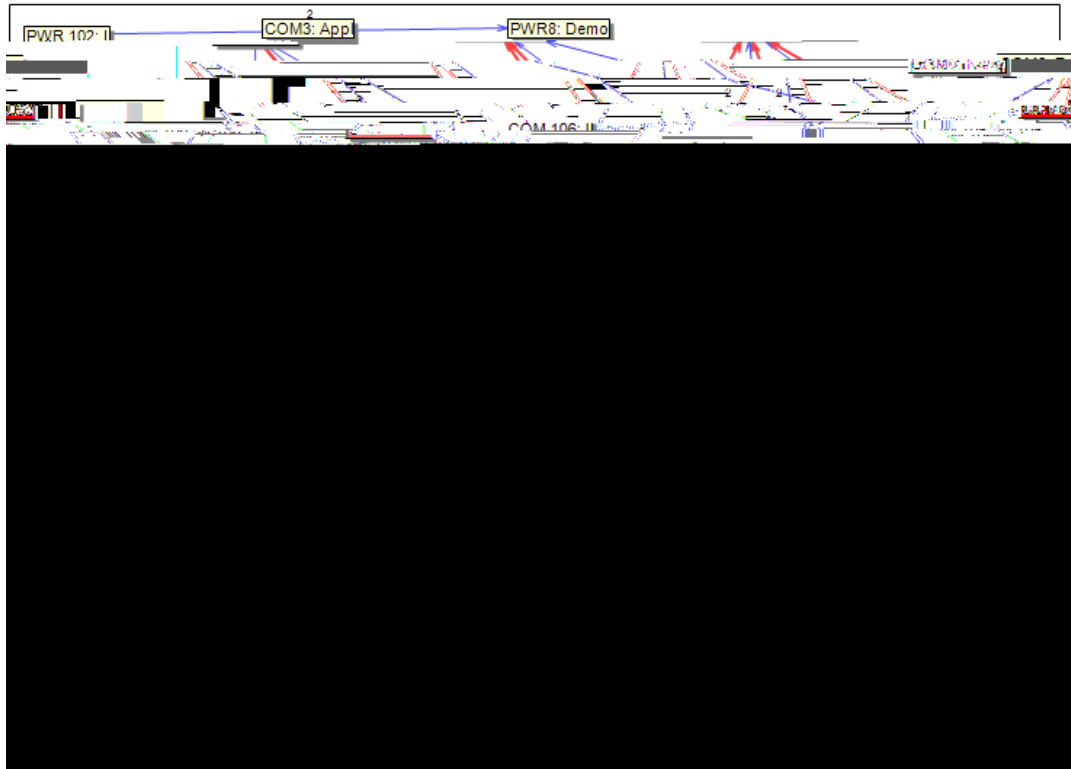
Figure 2: MICMAC Direct Influence Graph, Strongest and Relatively Strong Influences Only (cf. Godet & Bou

between each other, it is assumed that their subjective evaluations need no additional external validation (cf. Buyserie, Macklin, Frye, & Ericsson, 2019, forthcoming).

Because only one round of responses has been collected and because not all Communication courses are offered in a single academic year, the map is not yet complete. In examining impactors only, a preliminary revised curriculum map would look as follows. Checkmarks indicate a course with a Relatively Strong or Strong influence on a student's PSLO development. The AY 2019 assessment report will have gathered sufficient data to indicate expected degrees of mastery in each PSLO and observed student performance in almost all Communication courses.

Course	COM 1 Demonstrate critical and innovative thinking	COM 2 Display competence in oral, written, and visual communication	COM 3 Apply communication theories	COM 4 Understand opportunities in the field of communication	COM 5 Use current technology related to the communication field	COM 6 Respond effectively to cultural communication differences	COM 7 Communicate ethically	COM 8 Demonstrate positive group communication exchanges
COM 104								

COM 358 Communication and the Law	Insufficient rating data
COM 424 Capstone	Insufficient rating data
JOUR 211 Publication / Student Newspaper	Insufficient rating data
SPE 314 Argumentation	Insufficient rating data

Table 2: Preliminary Curriculum Map by PSLO and Course

Along with recalibrating the curriculum map each year, the Communication department will collect artifacts across most or all of its courses offered, with each faculty member rating a sample of them on all PSLOs. This method follows a model put forth by Buyserie et al. (2019, in press). It assumes that all faculty in a program can act as expert readers of student work produced in that program. While the method loses some finer definition of individual

Indirect assessments were formed by taking up to five years (AY 2014-2018) of final grade data from FAST, examining student performance in a series of courses (described below). This data is compared to responses in the Student Exit Survey, broadly measuring the agreement between students and faculty about their performance in these outcomes. This inexact process helps fill the gaps in artifact gathering, though it is complicated by a limited response rate from graduating Communication Studies students graduating in Spring 2017 (response n = 5).

Direct assessments were conducted through Portfolium. While faculty continued to have access to Blackboard courses when artifacts were collected, CMS platform changes and other internal workload concerns limited artifact collection. Due to an initial error in setting up the assessment process on Portfolium, each artifact was only rated once. Future reports will include multiple raters per artifact and measures of inter-rater reliability.

Further, direct assessments were conducted using a career-long, nominal scale. This scale is not intended to be used by untrained or non-expert raters, and therefore does not intend to be reliable if

does feature a broader survey of content, and future assessments of ESLO 2 (Inquiry and Analysis) and COM PSLO 3 (Apply communication theories.) should examine artifacts from this course i

Course	Expert	Advanced Student	Beginning Student	Unobserved	N/A	n
COM 106		2	3		2	7
COM 115		1	3		2	6
COM 237			4		3	7

Figure 3: PSLO 6 Performance in COM 106, COM 115, COM 237

COM 115 (Introduction to Mass Communication) and COM 237 (Introduction to Visual Communication) are courses that require more attention to the effect of culture on communication. COM 115 requires an understanding of both the culture of the sending a message and the culture(s) receiving it. COM 237 likewise requires students to understand the effect of a non-verbal text on different audiences. COM 115 is typically taken in the first year of the program, while COM 237 is taken by both first- and second-year students. Of the 17 students represented in these artifacts, 10 were first-year students at the time of artifact collection.

While it should not be surprising, then, that a majority of students performed at the level of a beginning college student, it is worth noting that students were performing some degree of cultural communication competency even when not explicitly prompted to do so.

3) Discussion: Cultural Communication
Data indicate that Communication Studies students are generally performing as expected in PSLO 6: Respond effectively to cultural communication differences.

That they likewise perform this outcome well when unprompted (or minimally prompted by course content) is not a large surprise. A primary focus of communication theories is the interaction between a message's sender and receiver(s), a relationship that at least implicitly requires an understanding of and response to each side's cultural standpoint. As this is the first year of assessment activity using a dispersed artifact-gathering process, a longitudinal understanding of how (and where) students progress in this outcome is not yet possible. Subsequent reports will continue to gather and report on artifacts in this PSLO. Further, the assessment coordinator has logged the names of students whose work was collected in this assessment. Where possible, individual longitudinal growth will be discussed in future reports.

B. PSLO7: Communicate ethically
1) Indirect Assessment: Student Exit Survey and Course Grades
Of the five student exit survey responses received, four students rated their ability to communicate ethically as "High Proficiency," while one rated themselves as having "Proficiency" in this area. All five rated themselves has having "High Proficiency" when prompted to rate their performance in the Ethical Reasoning: Making Ethical Judgments ESLO.

Comparing these self-assessments to final grade data in courses, it is worth noting that overall performance in ethics-related courses tends to trend upwards. As noted earlier, COM 115 tends to be taken in the first year. COM 205, as a heavily-enrolled general education course, is taken as soon

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focus grouping faculty and student feedback or performing natural language processing of survey and reflection data.

B. Continuing Conversations

While the loop has not fully closed yet, the Communication department has begun work on several large-scale revisions to its program. Some of this has involved the creation of new courses, and that course creation has underscored the need to hire more faculty to handle both general education offerings and the specific technical skills we teach. This has also led to further discussion of a departmental laptop requirement or other methods of solving technological access problems.

Ultimately, while these conversations center on the alloca1 (i)-1 (ng)-2 (na)-.84 0 nle tgmC (e)1(c)1 ((c)-3 (c)-3 (e)-3

DEFINITION
Ethical reasoning is the process of recognizing which decisions require ethical judgements, determining potential reasonable courses of action, finding support for potential courses of action, and then selecting the course of action best supported.

CRITERIA				
	High Proficiency (4) The work *meets listed requirements* for this criterion; little to no development needed.	Proficiency (3) The work *meets most requirements*; minor development would improve the work.	Some Proficiency (2) The work needs moderate development in *multiple requirements.*	Limited Proficiency (1) The work does not meet this criterion: it needs substantial development in *most requirements.*
Theory: Student demonstrates knowledge of different ethical theories and codes.	The student demonstrates a developed knowledge of different ethical theories and codes, and provides rationale for their preferred theory or code.	The student demonstrates a developed knowledge of different ethical theories and codes.	The student demonstrates a basic knowledge of different ethical theories or a code. Student understands the difference between ethics and law.	The student exhibits no knowledge of different ethical theories and codes. The student may confuse legal and moral codes.
Recognition: Student can recognize decisions requiring ethical judgments.	The student is able to successfully recognize decisions requiring ethical judgments without prompting, and can clearly explain to others why they require ethical reasoning.	The student is able to successfully recognize decisions requiring ethical judgments without prompting.	The student is able to recognize decisions requiring ethical judgments with prompting.	

A. COM 106: Introduction to Communication Research

Introduces research in the communication discipline. Students find and analyze quantitative, qualitative and critical research. Introduces communication research as a process composed of methods, data-gathering, analysis, conclusions.

B. COM 115: Introduction to Mass Communication

Provides an introduction to mass media. Focuses on understanding how media operate with emphasis on contemporary social, economic, political, cultural and ethical issues.

C. COM 205: Intercultural Communication

Introduces basic theories and concepts of intercultural communication. Builds understanding and skills enabling students to analyze intercultural interactions and develop and practice effective communication strategies.

D. COM 248: Digital Media Production

Study of the technical aspects of digital media design and production. Hands-on experience in creating and editing video and audio. Production of video and audio for specific contexts.

E. COM 255: Communication Ethics

Examines typical communication situations involving ethics. Provides methodologies for critically evaluating ethical situations. Uses case approach with emphasis on application.

F. COM 325: Gender and Communication

Introduces basic theories and concepts of culturally-derived gendered communication patterns and behaviors. Builds understanding and skills enabling students to analyze those patterns and behaviors in order to develop and practice effective communication strategies.

Communication Studies PSLO scoring uses a nominal rating scale based on the quality of student work. It is intended to cover the range of possibility in a student's work from their first term through graduation. The descriptions are intentionally left broad and subjective. As Communication technology and practices change frequently, and as each Communication student crafts their major for their own narrow career goal, the scale assumes that faculty have the expertise necessary to judge the quality of work according to these broad categories (cf. Buyserie, Macklin, Frye, & Ericsson, 2019, forthcoming).

Expert: This outcome is demonstrated at a level appropriate for a Communication professional. This is work that could be used as a class resource.

> e.g. PSLO 6: Respond Effectively to Cultural Communication Differences. The artifact might demonstrate awareness of and sensitivity to the cultural needs of its audience as well as additional audiences that may encounter the work. The artifact does not compromise the values of its creator's culture.

Advanced Student This outcome is demonstrated at a level appropriate for someone with training in it but who is still learning its application. This is work that is rough around the edges.

> e.g. PSLO 6: The artifact might demonstrate awareness of or sensitivity to the cultural needs of its audience, but it may do so imperfectly. It might also compromise the values of its creator's culture.

Beginning Student This outcome is demonstrated at a level appropriate for someone just learning about it. This is work that shows an ability to identify or understand the outcome, but not necessarily apply it.

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