

Standing Requirements

## **Program Mission Statement**

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### PROGRAM MISSION STATEMENT

The Bachelor of Science degree program in Communication unites study of the written word from English programs, study of spoken and electronic messages from Communication programs, and study of an area of concentration chosen by each student. The goals of the program are (1) to educate media professionals, publicists, writers, and editors; and (2) to enhance critical thinking, understanding of the world, and other knowledge bases in order for students to develop resources for life as well as for careers.

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Standing Requirements

## Program Outcomes

### Embry-Riddle General Education Competency Set (Copy 1)

#### General Education Competencies

Competency	Mapping
<p>Critical Thinking (DB, PC, WW) The student will apply knowledge at the synthesis level to define and solve problems within professional and personal environments.</p>	<p><b>Embry-Riddle General Education Competency Set:</b> Critical Thinking (DB, PC, WW)</p>
<p>Quantitative Reasoning (DB, PC, WW) The student will demonstrate the use of digitally-enabled technology (including concepts, techniques and tools of computing), mathematics proficiency &amp; analysis techniques to interpret data for the purpose of drawing valid conclusions and solving associated problems.</p>	<p><b>Embry-Riddle General Education Competency Set:</b> Quantitative Reasoning (DB, PC, WW)</p>
<p>Information Literacy (DB, PC, WW) The student will conduct meaningful research, including gathering information from primary and secondary sources and incorporating and documenting source material in his or her writing.</p>	<p><b>Embry-Riddle General Education Competency Set:</b> Information Literacy (DB, PC, WW)</p>
<p>Communication (DB, PC, WW) The student will communicate concepts in written, digital and oral forms to present technical and non-technical information.</p>	<p><b>Embry-Riddle General Education Competency Set:</b> Communication (DB, PC, WW)</p>
<p>Scientific Literacy (DB, PC, WW) The student will be able to analyze scientific evidence as it relates to the physical world and its interrelationship with human values and interests.</p>	<p><b>Embry-Riddle General Education Competency Set:</b> Scientific Literacy (DB, PC, WW)</p>

Cultural Literacy (DB, PC, WW)  
The student will be able to analyze historical events, cultural artifacts, and philosophical concepts.

**Embry-Riddle General Education Competency Set:**  
Cultural Literacy (DB, PC, WW)

Lifelong Personal Growth (WW Only)  
The student will be able to demonstrate the skills needed to enrich the quality of life through activities which enhance and promote lifetime learning.

**Embry-Riddle General Education Competency Set:**  
Lifelong Personal Growth (WW Only)

## WW\_BS Communication

### Outcome

Outcome	Mapping
DB_BSC_PO_01 Visual and Digital Literacies: Develop visual and digital literacies and design skills.	No Mapping
DB_BSC_PO_02 Communication Theories and Research Methods: Demonstrate understanding of the development, principles and goals of communication theories and put appropriate research methods into practice.	No Mapping
DB_BSC_PO_03 Communication Law/Ethics: Demonstrate understanding of legal and ethical principles unique to the study and practice of communication.	No Mapping
DB_BSBA_PO_04 Newswriting/Gathering: Develop effective information gathering and newswriting skills.	No Mapping
DB_BSBA_PO_05 Speaking Skills: Develop effective speaking and presentational skills.	No Mapping

DB\_BSBA\_PO\_06 Professional Writing  
Skills:  
Develop professional writing skills for  
diverse audiences, purposes, and genres.

**No Mapping**

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2017-2018 Assessment Cycle  
**Assessment Plan**

**Measures**

**WW\_BS Communication**

Outcome

**Outcome: DB\_BSC\_PO\_03: Mass Media theory**

Understand the development, principles and goals of mass communication media, with emphasis on twenty first century media.

▼ **Measure:** Student survey of COMD 260  
*Course level Indirect - Survey*

Details/Description:	Students enrolled in COMD 260 will complete a survey to discern whether they perceive their class activities, materials, and assignments have enabled them to demonstrate fundamental knowledge of the theory, principles and goals of mass communication
Criterion for Success:	80 percent of COMD 260 student surveys will reflect they perceive that their class activities, materials and assignments have enabled them to demonstrate fundamental knowledge of the theory, principles and goals of mass communication
Timeframe of Data Collection:	During the Fall of 2017 or Spring of 2018, COMD program coordinator will convene COMD program faculty to author the survey questions. The questions will be administered to students as part of their end-of-term student evaluations, conducted by EvaluationKIT. COMD program coordinator will record and report the data
Key/Responsible Personnel:	Steve Master and Rachel Silverman

▼ **Measure:** Student work evaluation in COMD 260  
*Course level Direct - Student Artifact*

Details/Description:	Communication faculty will serve as readers to discern if COMD 260 student work demonstrates fundamental understanding of a theory, principles or goals of mass communication.
Criterion for Success:	80 percent of COMD 260 student work will demonstrate a fundamental understanding of a theory, principle or goals of mass communication.
Timeframe of Data Collection:	In the Fall 2017 or Spring 2018 semester, COMD program coordinator will convene Communication faculty to author a rubric by which student work will be evaluated. The program coordinator will schedule, supervise and participate in collection and evaluation of student work, and will record the data. COMD faculty will participate in the evaluation of the student work
Key/Responsible Personnel:	Steve Master and Rachel Silverman

**Outcome: DB\_BSBA\_PO\_05: Newswriting/gathering**

Develop effective news and information gathering skills using interviews, print documents and Internet materials.

▼ **Measure:** Student survey of COMD 265  
*Course level Indirect - Survey*

Details/Description:	Students enrolled in COMD 265 will complete a survey to discern whether they perceive their class activities, materials, and assignments have enabled them to demonstrate their skills in the inverted pyramid style of news-writing
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**Criterion for Success:** 80 percent of COMD 265 student surveys will reflect they perceive that their class activities, materials and assignments have enabled them to demonstrate their skills in the inverted pyramid style of news-writing

**Timeframe of Data Collection:** During the Fall of 2017 or Spring of 2018, COMD program coordinator will convene COMD program faculty to author the survey questions. The survey will be administered to students as part of their end-of-term student evaluations, conducted by EvaluationKIT. COMD program coordinator will record and report the data

**Key/Responsible Personnel:** Steve Master and Sally Blomstrom

**Supporting Attachments:**

- [Assessment-COMD265.pdf \(Adobe Acrobat Document\)](#)
- EOC Survey Questions for WW\_BSCOMD\_PO05
- [Assmt-WW-COAS-COMD265-PO5 \(Adobe Acrobat Document\)](#)

▼ **Measure:** Student work evaluation in COMD 265  
*Course level Direct - Student Artifact*

**Details/Description:** Communication faculty will serve as readers to discern if COMD 265 student work reflects appropriate skills in the inverted pyramid style of news-writing

**Criterion for Success:** 80 percent of COMD 265 student work will reflect appropriate skills in the inverted pyramid style of news-writing

**Timeframe of Data Collection:** In the Fall 2017 or Spring 2018 semester, COMD program coordinator will convene Communication faculty to author a rubric by which student work will be evaluated. The program coordinator will schedule, supervise and participate in collection and evaluation of student work, and will record the data. COMD faculty will participate in the

Key/Responsible Personnel: evaluation of the student work  
Steve Master and Sally Blomstrom

**Outcome: DB\_BSBA\_PO\_08 Writing for specific/general audiences and genres**

Develop professional writing skills, expressed in a variety of genres, directed at general and specific audiences.

▼ **Measure:** Student survey of COMD 225  
*Course level Indirect - Survey*

Details/Description: Students enrolled in COMD 225 will complete a survey to discern whether they perceive their class activities, materials, and assignments have enabled them to develop and demonstrate appropriate writing skills in the science-writing genre aimed at a mainstream audience

Criterion for Success: 80 percent of COMD 225 student surveys will reflect they perceive that their class activities, materials and assignments have enabled them to develop and demonstrate appropriate writing skills in the science-writing genre aimed at a mainstream audience

Timeframe of Data Collection: During the Fall of 2017 or Spring of 2018, COMD program coordinator will convene COMD program faculty to author the survey questions. The questions will be administered as part of the end-of-term student evaluations, conducted by EvaluationKIT. COM program coordinator will record and report the data.

Key/Responsible Personnel: Steve Master and Matt Sharp



▼ **Measure:** Student work evaluation in COMD 225  
*Course level Direct - Student Artifact*

Details/Description:	Communication faculty will serve as readers to discern if COMD 225 student work demonstrates the development of appropriate writing skills in the science-writing genre aimed at a mainstream audience
Criterion for Success:	80 percent of COMD 225 student work will demonstrate the development of appropriate writing skills in the science-writing genre aimed at a mainstream audience
Timeframe of Data Collection:	In the Fall 2017 or Spring 2018 semester, COMD program coordinator will convene Communication faculty to author a rubric by which student work will be evaluated. The program coordinator will schedule, supervise and participate in collection and evaluation of student work, and will record the data. COMD faculty will participate in the evaluation of the student work
Key/Responsible Personnel:	Steve Master and Matt Sharp

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2017-2018 Assessment Cycle

## Improvement Action Plan

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### Actions

#### WW\_BS Communication

Outcome

**Initiative: DB\_BSBA\_PO\_04 Newswriting/Gathering:**  
Develop effective information gathering and newswriting skills.

▼ **Action:** Increase inverted pyramid exercises in COMD 265

**This Action is associated with the following Results**

No supporting Results have been linked to this Action.

Action Details:

Add inverted pyramid exercises. This 2017-18 direct assessment was less successful than the same class with the same professor in the DB program (see DB results of 100 percent met expectations). One theory is that the DB class is taught face to face in a lab and the students are constantly doing exercises in advance of the assessed work. The same exercises are available to WW students but they are optional and we have noticed some students do not take them, despite strong suggestions that they do so. The nine vs. 15 weeks seems to make a difference, too, so we hope to address that. We will get with course developers to see if we can make the exercises mandatory even if they remain ungraded. We don't want too much assessed work per module, but we will see if it's possible not to allow the students to advance to the assessed work without completing the exercises first. We will also assess this PO in this class again soon to see if the proposed improvements are having an impact.

This is a small sample size, so this might be an aberration -- and there was some work assessed that was very strong.

Implementation  
Timeframe:

We will integrate the changes when the course is taught again in the Spring/summer and hope to assess again during the 2019-20 cycle.

Key/Responsible  
Personnel:

Steve Master

Mission Critical Budget  
Request Description  
(Optional):

Budget request amount: \$0.00

Priority: Low

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