

**SCHOOL OF COMMUNICATION AND JOURNALISM
B.A. IN COMMUNICATION STUDIES**

**Year Two
Non-accredited Programs Only
Student Learning Outcomes for Academic Programs**

Revisions made following CLAS Dean Comment as per their request to do so

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Students will acquire **disciplinary knowledge** of public relations.
2. Students will enhance their **critical thinking** skills.
3. Students will cultivate a sense of **responsible citizenship** through social and ethical responsibility.
4. Students will be able to create and implement **written** message strategies in a diverse range of contexts.
5. Students will be able to create and implement **oral** message strategies in a diverse range of contexts.
6. Students will be able to use **quantitative data** to analyze, interpret, and evaluate material in an effort to inform strategic decision-making processes.

Overview of measures/instruments

SLO(S)	ULG	Measures/Instruments	How is the instrument used?
1	CT	Disciplinary knowledge is assessed with the disciplinary knowledge survey, which the PR faculty optimized in 2018. The disciplinary knowledge survey includes questions designed to assess the breadth of disciplinary knowledge reflected in our curriculum and emphasized by the Public Relations Society of America (PRSA) (percentage score). This survey has been part of the previous assessment plan for this major and been used and revised since 2016.	Students complete the disciplinary knowledge survey in CMN 2920 (Introduction to Public Relations) at the beginning of the semester, and again in CMN 4460 (Public Relations Capstone). 100% of the PR majors enrolled in the respective classes will be asked to complete the survey. The objective is for seniors' average score to be at least competent (70%+) and to see higher scores among those taking it during their senior year compared to those taking it in CMN 2920. CMN 2920 is the first PR class most majors take during their freshmen or sophomore year (transfers as juniors), and CMN 4460 is restricted to seniors.
2	CT	Critical thinking is assessed with the critical thinking rubric (4-point scale). This rubric has been part of the previous assessment plan for this major and been used since 2016.	At the 2000-level, instructors will select a sample from an appropriate assignment in CMN 2920. At the 4000-level, instructors will select a sample of student essays from seniors from an appropriate assignment in CMN 4919, 4920 and/or CMN 4921. The rubric will be completed for at least 40% of PR majors (but no less than 6 students) enrolled in the respective classes at time of assessment.

			The objective is for students to demonstrate improvement in their critical thinking skills over the course of their studies. This will be assessed based on the difference in scores between the 2000-level class and seniors. Further, the average score shall reach the level of competent (2.49+) for seniors.
3	RC	Responsible citizenship will continue to be assessed using the Social and Professional Ethics Measure (5-points scale) and the Multicultural Sensitivity Scale (6-point scale) via an online survey.	PR majors are asked to complete the Professional Ethics Measure and the Multicultural Sensitivity Scale each year. For seniors, the objective is to reach the level of competent (4.2-5.39 & 4.49-3.5). In addition, the expectation is an increase of the average score among seniors.
4	W	<p>Writing is assessed with a 4-point writing scale based on seniors' professional portfolios.</p> <p>In order to assess students' ability to implement message strategies in diverse contexts the Communication Flexibility Measure (5-points scale) is used and data collected via an online survey.</p>	<p>In the PR capstone class, students submit a professional PR portfolio with their best work produced during their time at EIU. PR faculty assess students' ability to create and implement written message strategies in a diverse range of contexts based on those final portfolios. The goal is for the average score to be at least competent (2.49+). This assessment offers a detailed look at students' applied PR writing skills, which then informs the instruction in our two PR writing classes (CMN 3960 and CMN 3965). The rubric will be completed for 100% of the seniors enrolled in the class at the time. The capstone class will be offered for the first time in the Spring 2023, and the scale will be designed based on elements of the currently used writing rubric as well as characteristics of effective applied PR writing that we teach in our PR writing classes in line with professional standards.</p> <p>PR majors will also take the Communication Flexibility survey in the capstone class and should average a score of at least competent (3.49+)</p>
5	S	<p>In order to assess students' ability to implement and create oral message strategies in a diverse range of contexts, the public speaking rubric is used (5-point scale). This rubric has been part of the previous assessment plan for this major and been used since 2016.</p> <p>In addition, the Communication Flexibility Measure (5-points scale) is will continue to be used and data collected via an online survey.</p>	<p>At the 4000-level, instructors will select a sample from an appropriate speaking assignment in CMN 4919, 4920 and/or CMN 4921. The rubric will be completed for at least 40% of PR majors (but no less than 6 students) enrolled in the respective classes at time of assessment.</p> <p>The objective is for average scores to be at least competent (3.49+).</p> <p>PR majors will also take the Communication Flexibility survey in the capstone class and should average a score of at least competent (3.49+)</p>
6	QR	The Quantitative Reasoning Scale is used to assess students' ability to use quantitative data to analyze,	Instructors select a sample from an appropriate assignment in CMN 3020, CMN 3980 and/or CMN 4919 to assess quantitative reasoning.

		<p>interpret, and evaluate material in an effort to inform strategic decision-making processes (4-point scale). This scale has been part of the previous assessment plan for this major and been used since 2016.</p>	<p>The objective is for students to reach an average score of at least competent (2.49+). The rubric will be completed for at least 40% of PR majors (but no less than 6 students) enrolled in the respective classes at time of assessment.</p>
--	--	---	--

CLAS Deans' comments on BA in Public Relations (non-accredited) report

Reviewer: Christopher Mitchell

Program responses from comments are highlighted

1. SLOs are generally clear and measurable, using a good mix of high-level, mid-level, and low-level Bloom's Taxonomy verbs. Questions in this area:
 - a. SLO #1: Is there no ULG that can be synched with it? (Box is left blank.) If not, perhaps a quick justification as to why not might go in that box.
 - i. *Response: Thank you for the suggestion! It's mostly recall of disciplinary knowledge, so I didn't correlate it with a learning goal, but you made me think that some of the questions do justify correlating it with CT, so I added that learning goal to SLO #1.*
 - b. SLO #2, #4, #5, and #6: From where are these rubrics/scales derived (critical thinking, writing, public speaking, quantitative reasoning)? Other SLOs (#1, #3) reference PRSA or other organizations.
 - i. *Response: We will continue to use the established scales for CT, SS, and QR from our existing assessment plan, which have been used since the start of the major and for longer than that for the Communication Studies major. For the portfolio evaluation, we will develop a new writing scale this AY. This rubric will be used in the Spring '23 when the capstone will first be offered and the first portfolios come in. It will draw on the currently used writing rubric, but also assess elements of effective applied PR writing. Though there is no official PR writing rubric established by professional associations, the rubric will consider professional standards for PR writing that we teach in our PR writing classes (CMN 3960 and CMN 3965) and be in line with recommendations for writing standards from professional associations. I have clarified this in the assessment plan for those learning goals.*
2. The collection methods are straightforward and seem like they will produce results that lend themselves to easy systematic analysis. A couple of questions in this area:
 - a. When is CMN 2920 typically taken in a student's sequencing? Might add that detail so as to give an idea how much "space" occurs between 2920 and 4460.
 - i. *Response: CMN 2920 is the first PR class students take. Ideally as freshmen, often as sophomores, and, transfer students, as juniors. CMN 4460 is restricted to seniors and will be taken by most students during their final semester before graduation.*
 - b. For the assignment samples collected (CMN 2920, 3020, 3980, 4919, 4920, 4921)— how wide of a sample is collected in each case?
 - i. *Response: For disciplinary knowledge 100% and for portfolio assessment (writing) 100% of PR majors enrolled in the respective classes at the time of assessment. For quantitative reasoning, critical thinking, and speaking at least 40% of PR majors (but no less than 6 students) enrolled in the respective classes at time of assessment. I have added this information in the attached Assessment Plan.*

Overall, the plan seems comprehensive and ready for data collection. We look forward to seeing data analysis in fall of 2023.

Thanks for your helpful suggestions and feedback, as well as the encouragement, Chris!