Program Outcomes Assessment

MA in Communication

Created on: 08/28/2009 08:47:00 AM CST
Last Modified: 03/25/2015 07:19:32 AM CST
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## 2018-2019 Assessment Cycle 16
General Information (Program Outcomes Assessment)

File Attachments:

1. **COMM- Semester Report May 2003** (See appendix)
   MA/MS Communication-Semester Report 2003 (Scanned documents).

2. **Communication Department** (See appendix)
   Communication Assessment Summary
Standing Requirements

Mission Statement

The Department of Communication takes a leading role in sustaining the strongly student-centered, broadly accessible educational mission and vision of Indiana State University. We do this on the graduate level by assisting students in the development of scholarly and professional competences that are commonly associated with comprehensive and interdisciplinary MA programs. Our program equips students with advanced analytical, critical, and creative tools for study of the Communication discipline.

The program challenges students to become independent and capable scholars. Graduate students engage in meaningful research or creative projects, and competently present their work in written and oral forms. They become well-versed in the range of conceptual (and, to a lesser degree, applied) communication knowledge, they understand societal and ethical issues associated with the discipline, and they comprehend key issues and current research in communication. Students gain an integrative perspective on the discipline as they complete core courses and then as they engage an array of subfields such as mediated communication, political communication, international communication, interpersonal communication, gender and communication, health communication, rhetorical criticism, and journalism.

Outcomes Library

MA in Communications Outcomes - Updated Spring 2015

1. Advanced primary research
Demonstrate the ability to conduct advanced primary research in Communication

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Locate academic texts published in scholarly forums.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>1.2 Analyze academic texts published in scholarly forums.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>1.3 Cite academic texts published in scholarly forums.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>1.4 Conduct primary disciplinary research using appropriate qualitative and/or quantitative methods</td>
<td>No Mapping</td>
</tr>
<tr>
<td>1.5 Conduct primary disciplinary research using MLA and/or APA citation formats correctly</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

2. Advanced secondary research
Demonstrate the ability to evaluate advanced secondary research in Communication and related disciplines.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
</table>

|
### 2. Program Outcomes Assessment

#### MA in Communication

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Analyze and critique specific methodologies and approaches to communication research.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>2.2 Evaluate secondary communication research using appropriate quantitative and/or qualitative methodologies and approaches.</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

#### 3. Social construction of reality

Demonstrate an understanding of the concept of the social construction of reality

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Explain the relationship between symbols and meaning</td>
<td>No Mapping</td>
</tr>
<tr>
<td>3.2 Explain the role of power in communicating cultural meaning</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

#### 4. Persuasion in socio-political contexts

Demonstrate an understanding of the social and ethical implications of persuasion in socio-political contexts.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Identify and articulate the component parts of an argument.</td>
<td>No Mapping</td>
</tr>
<tr>
<td>4.2 Support argumentative claims with appropriate evidence and cogent reasoning.</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

#### 5. Argument or discussion

Apply research skills and critical thinking skills in a sustained argument or discussion suitable for professional presentation.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Explain the standard ethical perspectives applicable to public discourses</td>
<td>No Mapping</td>
</tr>
<tr>
<td>5.2 Explain the role of context in the generation of persuasive texts.</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>

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### Replaced - MA in Commun Outcome Set

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### MA in Communication Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding of central issues and current research</td>
<td>No Mapping</td>
</tr>
<tr>
<td>To develop an understanding of the central issues and current research important to the field of communication.</td>
<td></td>
</tr>
<tr>
<td>2. Familiarity with knowledge in the field</td>
<td>No Mapping</td>
</tr>
<tr>
<td>To be familiar with the breadth and depth of conceptual and applied knowledge in the field of communication.</td>
<td></td>
</tr>
<tr>
<td>3. Ability to communicate acquired knowledge</td>
<td>No Mapping</td>
</tr>
<tr>
<td>To be able to communicate acquired knowledge</td>
<td></td>
</tr>
<tr>
<td>4. Ethical issues</td>
<td>No Mapping</td>
</tr>
<tr>
<td>To be aware of ethical issues that pertain to the study and practice of communication</td>
<td></td>
</tr>
<tr>
<td>5. Design and present research</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>
To develop the ability to design and present an independent and meaningful research project

6. Relationship of communication to other fields
To understand the relationship of communication to other disciplines

Curriculum Map

Active Curriculum Maps

MA in Communications Curriculum Map (See appendix)
Alignment Set: MA in Communications Outcomes - Updated Spring 2015
Created: 02/03/2015 11:01:55 am CST
Last Modified: 02/03/2015 11:07:05 am CST

Communication of Outcomes
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

File Attachments:
1. Internal Program Study  (See appendix)
   Submitted to the Graduate Council, ISU January 2015
   ............................................................................................................
2014-2015 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
## 2015-2016 Assessment Cycle

### Assessment Plan

#### Outcomes and Measures

**MA in Communications Outcomes - Updated Spring 2015**

### 1. Advanced primary research

Demonstrate the ability to conduct advanced primary research in Communication

<table>
<thead>
<tr>
<th>1.1 Locate academic texts published in scholarly forums.</th>
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<tbody>
<tr>
<td><strong>Measure:</strong> Final Course Project COMM 602</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Rubric used to evaluate final course project</td>
</tr>
<tr>
<td><strong>Target:</strong> 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria</td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> Spring 2016</td>
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<td><strong>Responsible Individual(s):</strong> Communication Assessment Coordinator</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2 Analyze academic texts published in scholarly forums.</th>
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<table>
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### 5. Argument or discussion

Apply research skills and critical thinking skills in a sustained argument or discussion suitable for professional presentation.

<table>
<thead>
<tr>
<th>5.1 Explain the standard ethical perspectives applicable to public discourses</th>
</tr>
</thead>
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<td><strong>Measure:</strong> Final Course Project COMM 601</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
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</table>
### Finding per Measure

#### 1. Advanced primary research

**Demonstrate the ability to conduct advanced primary research in Communication**

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<tr>
<th>Measure: Final Course Project COMM 601</th>
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<tr>
<td><strong>Responsible Individual(s):</strong> Communication Assessment Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

#### 1.1 Locate academic texts published in scholarly forums.

**Measure:** Final Course Project COMM 602

**Direct - Student Artifact**

| Details/Description: Rubric used to evaluate final course project |
| Target: 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria |
| Implementation Plan (timeline): Spring 2016 |
| Responsible Individual(s): Communication Assessment Coordinator |

**Findings for Final Course Project COMM 602**

No Findings Added

#### 1.2 Analyze academic texts published in scholarly forums.

**Measure:** Final Course Project COMM 602

**Direct - Student Artifact**

| Details/Description: Rubric used to evaluate final course project |
| Target: 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria |
| Implementation Plan (timeline): Spring 2016 |
| Responsible Individual(s): Communication Assessment Coordinator |

**Findings for Final Course Project COMM 602**

No Findings Added

#### 1.3 Cite academic texts published in scholarly forums.

**Measure:** Final Course Project COMM 602

**Direct - Student Artifact**

| Details/Description: Rubric used to evaluate final course project |
| Target: 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria |
**Implementation Plan (timeline):** Spring 2016  
**Responsible Individual(s):** Communication Assessment Coordinator

**Findings** for Final Course Project COMM 602  
*No Findings Added*

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### 5. Argument or discussion

Apply research skills and critical thinking skills in a sustained argument or discussion suitable for professional presentation.

#### 5.1 Explain the standard ethical perspectives applicable to public discourses

**Measure:** Final Course Project COMM 601  
Direct - Student Artifact

**Details/Description:** Rubric used to evaluate final course project  
**Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria  
**Implementation Plan (timeline):** Fall 2015  
**Responsible Individual(s):** Communication Assessment Coordinator

**Findings** for Final Course Project COMM 601  
*No Findings Added*

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#### 5.2 Explain the role of context in the generation of persuasive texts.

**Measure:** Final Course Project COMM 601  
Direct - Student Artifact

**Details/Description:** Rubric used to evaluate final course project  
**Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria  
**Implementation Plan (timeline):** Fall 2015  
**Responsible Individual(s):** Communication Assessment Coordinator

**Findings** for Final Course Project COMM 601  
*No Findings Added*

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**Overall Recommendations**

*No text specified*

**Overall Reflection**

*No text specified*

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**Action Plan**

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**Status Report**
2016-2017 Assessment Cycle

Assessment Plan

Outcomes and Measures

MA in Communications Outcomes - Updated Spring 2015

2. Advanced secondary research
Demonstrate the ability to evaluate advanced secondary research in Communication and related disciplines.

2.1 Analyze and critique specific methodologies and approaches to communication research.

- **Measure:** Final Course Project COMM 603
  - Direct - Student Artifact

  - **Details/Description:** Rubric used to evaluate final course project
  - **Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria
  - **Implementation Plan (timeline):** Fall 2016; Spring 2017
  - **Responsible Individual(s):** Communication Assessment Coordinator

2.2 Evaluate secondary communication research using appropriate quantitative and/or qualitative methodologies and approaches.

- **Measure:** Final Course Project COMM 603
  - Direct - Student Artifact

  - **Details/Description:** Rubric used to evaluate final course project
  - **Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria
  - **Implementation Plan (timeline):** Fall 2016; Spring 2017
  - **Responsible Individual(s):** Communication Assessment Coordinator

3. Social construction of reality
Demonstrate an understanding of the concept of the social construction of reality

3.1 Explain the relationship between symbols and meaning

- **Measure:** Final Course Project COMM 600
  - Direct - Student Artifact

  - **Details/Description:** Rubric used to evaluate final course project
  - **Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria
  - **Implementation Plan (timeline):** Fall 2016
  - **Responsible Individual(s):** Communication Assessment Coordinator

3.2 Explain the role of power in communicating cultural meaning
## 4. Persuasion in socio-political contexts
Demonstrate an understanding of the social and ethical implications of persuasion in socio-political contexts.

| 4.1 Identify and articulate the component parts of an argument. | Measure: Final Course Project COMM 602  
Direct - Student Artifact |
|---|---|
| **Details/Description:** Rubric used to evaluate final course project  
**Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria  
**Implementation Plan (timeline):** Fall 2016  
**Responsible Individual(s):** Communication Assessment Coordinator |

| 4.2 Support argumentative claims with appropriate evidence and cogent reasoning. | Measure: Final Course Project COMM 602  
Direct - Student Artifact |
|---|---|
| **Details/Description:** Rubric used to evaluate final course project  
**Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria  
**Implementation Plan (timeline):** Fall 2016  
**Responsible Individual(s):** Communication Assessment Coordinator |

### Assessment Findings

#### Finding per Measure

**MA in Communications Outcomes - Updated Spring 2015**

#### 2. Advanced secondary research
Demonstrate the ability to evaluate advanced secondary research in Communication and related disciplines.

| 2.1 Analyze and critique specific methodologies and approaches to communication research. | Measure: Final Course Project COMM 603  
Direct - Student Artifact |
|---|---|
| **Details/Description:** Rubric used to evaluate final course project  
**Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria  
**Implementation Plan (timeline):** Fall 2016; Spring 2017  
**Responsible Individual(s):** Communication Assessment Coordinator |

**Findings for Final Course Project COMM 603**

*No Findings Added*

<table>
<thead>
<tr>
<th>2.2 Evaluate secondary communication research using appropriate quantitative and/or qualitative methodologies and</th>
</tr>
</thead>
</table>
| Measure: Final Course Project COMM 603  
Direct - Student Artifact |
| **Details/Description:** Rubric used to evaluate final course project  
**Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria  
**Implementation Plan (timeline):** Fall 2016; Spring 2017 |
### 3. Social construction of reality
Demonstrate an understanding of the concept of the social construction of reality

#### 3.1 Explain the relationship between symbols and meaning

<table>
<thead>
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<th>Measure: Final Course Project COMM 600 Direct - Student Artifact</th>
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<tbody>
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<td>Details/Description: Rubric used to evaluate final course project</td>
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<td>Implementation Plan (timeline): Fall 2016</td>
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<tr>
<td>Responsible Individual(s): Communication Assessment Coordinator</td>
</tr>
<tr>
<td>Findings for Final Course Project COMM 600</td>
</tr>
<tr>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

#### 3.2 Explain the role of power in communicating cultural meaning

<table>
<thead>
<tr>
<th>Measure: Final Course Project COMM 600 Direct - Student Artifact</th>
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<tbody>
<tr>
<td>Details/Description: Rubric used to evaluate final course project</td>
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<td>Implementation Plan (timeline): Fall 2016</td>
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<tr>
<td>Responsible Individual(s): Communication Assessment Coordinator</td>
</tr>
<tr>
<td>Findings for Final Course Project COMM 600</td>
</tr>
<tr>
<td>No Findings Added</td>
</tr>
</tbody>
</table>

### 4. Persuasion in socio-political contexts
Demonstrate an understanding of the social and ethical implications of persuasion in socio-political contexts.

#### 4.1 Identify and articulate the component parts of an argument.

<table>
<thead>
<tr>
<th>Measure: Final Course Project COMM 602 Direct - Student Artifact</th>
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</thead>
<tbody>
<tr>
<td>Details/Description: Rubric used to evaluate final course project</td>
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<td>Implementation Plan (timeline): Fall 2016</td>
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</tr>
<tr>
<td>Findings for Final Course Project COMM 602</td>
</tr>
<tr>
<td>No Findings Added</td>
</tr>
</tbody>
</table>
4.2 Support argumentative claims with appropriate evidence and cogent reasoning.

**Measure:** Final Course Project COMM 602
Direct - Student Artifact

**Details/Description:** Rubric used to evaluate final course project
**Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria
**Implementation Plan (timeline):** Fall 2016
**Responsible Individual(s):** Communication Assessment Coordinator

**Findings** for Final Course Project COMM 602

No Findings Added

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**Overall Recommendations**

No text specified

**Overall Reflection**

No text specified

---

**Action Plan**

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**Status Report**
## Assessment Plan

### Outcomes and Measures

**MA in Communications Outcomes - Updated Spring 2015**

**1. Advanced primary research**

Demonstrate the ability to conduct advanced primary research in Communication

<table>
<thead>
<tr>
<th>1.4 Conduct primary disciplinary research using appropriate qualitative and/or quantitative methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> Final Course Project COMM 614</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Rubric used to evaluate final course project</td>
</tr>
<tr>
<td><strong>Target:</strong> 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Fall 2017</td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong> Communication Assessment Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.5 Conduct primary disciplinary research using MLA and/or APA citation formats correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure:</strong> Final Course Project COMM 614</td>
</tr>
<tr>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td><strong>Details/Description:</strong> Rubric used to evaluate final course project</td>
</tr>
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<td><strong>Target:</strong> 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria</td>
</tr>
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<td><strong>Implementation Plan (timeline):</strong> Fall 2017</td>
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<td><strong>Responsible Individual(s):</strong> Communication Assessment Coordinator</td>
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### Assessment Findings

**Finding per Measure**

**MA in Communications Outcomes - Updated Spring 2015**

**1. Advanced primary research**

Demonstrate the ability to conduct advanced primary research in Communication

<table>
<thead>
<tr>
<th>1.4 Conduct primary disciplinary research using appropriate qualitative and/or quantitative methods</th>
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<tbody>
<tr>
<td><strong>Measure:</strong> Final Course Project COMM 614</td>
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<td><strong>Details/Description:</strong> Rubric used to evaluate final course project</td>
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<tr>
<td><strong>Responsible Individual(s):</strong> Communication Assessment Coordinator</td>
</tr>
</tbody>
</table>

**Findings** for Final Course Project COMM 614
No Findings Added

### 1.5 Conduct primary disciplinary research using MLA and/or APA citation formats correctly

#### Measure: Final Course Project COMM 614

**Direct - Student Artifact**

- **Details/Description:** Rubric used to evaluate final course project
- **Target:** 80% will achieve a 4 (on a scale of 1-5) or higher on related rubric criteria
- **Implementation Plan (timeline):** Fall 2017
- **Responsible Individual(s):** Communication Assessment Coordinator

#### Findings for Final Course Project COMM 614

No Findings Added

### Overall Recommendations

No text specified

### Overall Reflection

No text specified

### Action Plan

### Status Report
2018-2019 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2019-2020 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
Appendix

A. Communication Department (Adobe Acrobat Document)
B. COMM- Semester Report May 2003 (Adobe Acrobat Document)
C. MA in Communications Curriculum Map (Curriculum Map)
D. Internal Program Study (Word Document (Open XML))
Internal Program Study
Graduate Program, Department of Communication
Indiana State University
Michael Irvin Arrington, Ph.D., Director of Graduate Studies
Mary L. Kahl, Ph.D., Chair, Department of Communication

Submitted to the Graduate Council, Indiana State University
January, 2015
Strengths of the Program
The main strength of our program lies in the breadth of teaching and research interests among the graduate faculty. Despite the small size of the faculty, our expertise covers several areas of communication research. In recent years, members of the graduate faculty have published research and presented conference papers on family communication, health communication, interpersonal communication, organizational communication, political communication, public relations, and rhetorical studies (Appendices A and B). These interests have allowed us to offer a generalist program that emphasizes the interconnectedness of the aforementioned subfields in communication. We encourage students to work with multiple faculty members across specializations and to employ multiple research methods.

Course Offerings
The graduate program’s core consists of four courses:
1) COMM 600 (The Nature of Communication Inquiry) introduces students to the scholarly study of communication, tracing studies from the Greek rhetoricians to contemporary communication research.
2) COMM 601 (Analysis of Research/Creativity) provides an overview of communication theory – that is, the process of theorizing – and a variety of communication theories and theoretical traditions.
3) COMM 602 (Methods of Research/Creativity) exposes students to social scientific, humanistic, and critical research methods.
4) COMM 603 (Experiential Learning as a Communication Professional) allows students to engage in individual scholarly projects under the supervision of a graduate faculty member.

In addition, students take two sections of COMM 614 (Seminar in Communication), a course whose topic is dependent on the professor’s scholarly interests. Students then choose from a range of elective courses in our MA curriculum at the 500 and 600 levels. These courses vary according to the research trajectory of the student’s plan of study.

Students in our program also take nine hours of coursework outside the department in a related area of interest, and at the end of the M.A. Program, each student takes a comprehensive exam or completes a thesis (or other substantive creative project).

Vision for the Program
The communication faculty designed the graduate program to lay a firm, broad foundation for students, regardless of whether students choose to pursue a Ph.D. or to use their enhanced knowledge of communication in non-academic work settings. In the past, most of our students have chosen the latter option, but that trend appears to be shifting, at least slightly. Over the last two years, several students have expressed an interest in pursuing terminal degrees. As a generalist M.A. program, we want to provide optimal educational opportunities to our students through the breadth of our expertise. We also have two related, subsidiary goals:

1) We wish to increase the number of students in the graduate program. Over the past few years, faculty turnover (including turnover in the graduate director position) has resulted in inconsistent
numbers of graduates each year, as the Graduate Council noted in their meeting with the Communication department’s Graduate Faculty last year. Given the current size of our graduate faculty, we believe that we possess the resources to teach and mentor up to fifteen new students each year. In pursuit of that goal, we have intensified our recruiting efforts. Dr. Arrington and Dr. Kahl represented the program at the Graduate School Open House during the National Communication Association’s 2014 convention in Chicago. Members of the graduate faculty have been encouraged to write letters to colleagues at other colleges and universities, informing them about our graduate program. Members of ISU’s Public Relations Student Society of America (PRSSA), in conjunction with Dr. Kahl, created a flyer that we have distributed at the NCA Open House and in mailings to numerous communication departments at other universities. In addition to recruiting students from other institutions, we have redoubled our efforts to inform our top undergraduates about the graduate program. Also, we intend to investigate the advantages and disadvantages of creating a five-year M.A. program that might encourage our undergraduates to pursue graduate study.

2) We wish to improve the quality of each incoming graduate class. (Please refer to Appendix C for information on 2010-2014 graduates of the M.A. program.) In past years, faculty members have expressed concern about our admission requirements, which did not include any examples of an applicant’s writing, let alone a statement of the applicant’s reasons for pursuing graduate study. As a result, some of the students we admitted were unaware of the nature of our program in particular and of communication studies in general – and, hence, ill-equipped to take on the challenges of the degree program. In one case, we were forced to dismiss a student from the program upon learning of multiple instances of academic dishonesty. Another such student recently failed his oral defense and has requested an opportunity to re-take the exam. We have begun to address this matter by changing our requirements. In addition to the requirements of the College of Graduate and Professional Studies, students now must provide written answers to questions about their interest in graduate study and their relevant prior experience (Appendix D). We have also spoken with the appropriate members of the CGPS staff about including new requirements (e.g., writing samples, recommendation letters) in the online application process.

3) We wish to ensure that we provide an educational experience whereby students achieve specific learning outcome goals that we believe should accompany an advanced degree (Appendix E).

4) We wish to increase the size of the graduate faculty. Several faculty departures over the past five years (e.g., Dr. LaKesha Anderson and Dr. Mattea Garcia) have left gaps in specific areas of communication studies. Most notably, we no longer have a faculty member with research and teaching interests in organizational communication. This is a significant gap because the area could attract student applications from early- and mid-career members of the Terre Haute community who desire an advanced degree to further their careers. In addition, we currently are in the middle of a search for a public relations faculty member. It is our hope that the person we hire has the appropriate qualifications to complement the graduate faculty.

4) We wish to improve the research reputation of the graduate faculty and graduate students in relation to those of our benchmark programs – that is, programs in departments that resemble our department vision. Such departments have M.A. programs but not doctoral ones and are located.
within a short distance from here; examples include Ball State University, Illinois State University, Northern Illinois University, Southern Illinois University, Indiana University-Purdue University-Indianapolis, and the University of Louisville. Our observations from recent regional and national conferences suggest that our faculty and students can accomplish this goal by increasing our research productivity and our presence as presenters at conferences. We have made progress over the past two years. Three of our students presented their work at conferences in 2014, and some will present research (on a panel that they composed and submitted for acceptance) at the meeting of the Eastern Communication Association this April.

Also, in pursuit of the communication department’s vision for the graduate program, the graduate faculty members are following through on plans we mentioned in our 2014 correspondence with the Graduate Council:

- Collecting and filing graduate course syllabi;
- Developing a staged mentoring process, to begin upon admission to the graduate program and to conclude with timely degree completion;
- Requiring that our graduate students complete “graduate activity reports” to account for their time and efforts in the program (e.g., c.v., publications, grants, conference papers, academic plans, teaching activities [if any], choice of thesis or comprehensive exam options, etc.); and
- Tracking our graduates once they leave our program to see where they are employed and how we can better serve their employment preparation needs.
Appendix A
Publications by Graduate Faculty, 2010-present
Department of Communication, Indiana State University
(Asterisks denote texts written before the highlighted author joined the ISU faculty.)


Kahl, M. L. (2008, October). Understanding U.S. Presidential debates: The role of the commission on Presidential debates, the candidates’ strategies, and voter perceptions. BBC Live Interview, published at bbcworldservice.com/talkingamerica,


Appendix B
Conference Presentations by Graduate Faculty, 2010-present
Department of Communication, Indiana State University
(Asterisks denote texts written before the author joined the ISU faculty.)

**Dr. LaKesha N. Anderson**


Dr. Michael I. Arrington


Dr. Mattea A. Garcia


Dr. Lori Henson


Dr. Shana Kopaczewski


Dr. Susan Kray


Susan Kray, “Prophetic Theodicy, Pedagogy, and Pressures on Jewish Self-Perceptions,” paper presented at the Midwest Jewish Studies Association Conference, Case Western Reserve University, Cleveland, OH., October 2010.


**Dr. Haijing Tu**


**Dr. Richard Vincent**

Appendix C
Communication Graduates, Spring 2010-Spring 2014

• Average student undergraduate GPA of ISU students when admitted
  3.12
• Average GPA of undergraduate NON-ISU students when admitted (excluding 3 not recorded)
  3.36
• Average GPA of all Grad Students from INDIANA
  3.76
• Average GPA of all GRADUATES during 2010-2014 graduation year
  3.69
• Average GPA of GRADUATES year 2010
  3.82 (7 graduates)
• Average GPA of GRADUATES year 2011
  3.70 (16 graduates)
• Average GPA of GRADUATES year 2012
  (0 graduates)
• Average GPA of GRADUATES year 2013
  3.68 (5 graduates)
• Average GPA of GRADUATES year 2014
  3.76 (4 graduates) (Oehler is in AP status and not included in GPA average)

Preliminary information

✓ 5 Graduates during this time frame have taught or are currently teaching for COMM
✓ 21 during this time frame are Hoosiers
✓ 11 during this time frame are out of state
✓ 18 were ISU undergraduates (13 were UG Comm majors)
✓ 14 were non-ISU undergraduates
✓ 1 student was academically dismissed during this timeframe
Appendix D
Supplemental Questions for Applicants
Graduate Program in Communication
Indiana State University

1) How did you learn about ISU's graduate program in communication?

2) Why do you want to pursue a graduate degree in communication?

3) Why do you want to pursue a graduate degree at ISU?

4) Please tell us about any of your experiences, skills, and academic interests that will help you to contribute to discussions in classes and seminars in our graduate program.

5) On what communication topics would you like to focus in your graduate work?

6) What are your professional goals? How do you think your work in our program will help you to carry out your plans for professional work or further study, after your studies here?

7) Describe an incident in your life, anything since early childhood, in which communication issues (problems, skills, or questions) played an important role. Explain the role this communication problem, skill, or question played in the incident.
Appendix E  
Assurance of Learning Matrix  
Department of Communication

<table>
<thead>
<tr>
<th>A. Student Learning Outcome Goals</th>
<th>B. ISU Mission and Values</th>
<th>C. Curriculum experiences that facilitate student learning outcomes</th>
<th>D. Methods that demonstrate student learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students demonstrate professional communication proficiencies.</td>
<td>High standards</td>
<td>Taking and passing our core-curriculum builds into the requisites of all different types of course work the abilities to communicate professionally in both writing and speaking.</td>
<td>Students give presentations and prepare papers in all of our graduate seminars.</td>
</tr>
</tbody>
</table>
| 2. Students engage in and meaningfully contribute to diverse and complex communities and professional environments. | Diversity  
 Personal growth  
 Integrity  
 Stewardship | 1. Teaching: Our graduate TAs teach their COMM 101 courses to a mixed student audience.  
 2. Tutoring: Our graduate TAs serve as tutors for COMM 101.  
 3. Peer Advising: Our graduate TAs have duties to offer preliminary academic advising to our undergraduate majors and minors, who comprise a very diverse population.  
 4. Professional Conferences: Our graduate students are encouraged, and many do, attend, and participate in, professional conferences. | 1. Prior to teaching COMM 101, graduate students “shadow” experienced instructors and serve as COMM 101 tutors.  
 2. The Director of COMM 101 (Dr. Brian Johnston) observes each teaching assistant during every semester.  
 3. Experienced peer advisors are paired with inexperienced peer advisors to share skills. |
| 3. Students recognize and act on professional and ethical challenges that arise in their field or discipline. | Well-rounded  
 education integrity  
 Personal growth  
 Stewardship  
 Responsibility | 1. Teaching: The Teaching Assistants are the instructor of record for their sections, being responsible for grading and evaluating their students and learning to help their students understand the student “Code of Conduct.”  
 2. Tutoring: Our tutors get one-on-one experience with students, experience with online instruction, working with other graduate students, tackling the special needs of international students, and engagement with diverse communication assignments. | 1. Serving as instructor of record for the courses they teach provides our teaching assistants with a broad experience; their assessments from Dr. Johnston are developmental and extremely helpful.  
 2. Dr. Mary Kahl, Chair of Communication, meets to troubleshoot with TA peer advisors. |
| 4. Students achieve mastery of the knowledge required in their discipline or profession. | High standards | 1. The GPAs of our students indicate that they have achieved a mastery of the course material in the program. If the students’ grades are not satisfactory, then we encourage them to retake courses.  
 2. Passing their Project/Thesis/Paper: Over the past three semesters, most students have earned an A or A- on the Culminating Experience; no one has earned a grade below a B. | 1. We check students’ GPAs on a semester-by-semester basis.  
 2. The assessment of a student’s project, thesis, or paper occurs in stages and includes both the written work and the defense presentation. |
| 5. Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession. | High standards | See 1 and 2 above. | }