



WILLIAM WOODS
UNIVERSITY

Communication Annual Assessment 2021-2022

Table of Contents

Communication Annual Assessment 2021-2022..... 1

Annual Assessment 2021-2022..... 3

 Communication 3

 Program Profile 3

 Program Assessment 4

 Curriculum Map 7

 Assessment Findings 9

 Program Activities 15

 Appendix: Rubric 18

 Assessment: Data 20

Annual Assessment 2021-2022

Communication

Program Profile

Program Mission Statement

Please insert your program mission statement here

The communication program at William Woods University emphasizes a broad-based foundation in communication studies, complemented by a student-selected concentration in public relations, digital filmmaking, journalism, leadership, or sport communication, to ensure that the students are well prepared for a career in the field of communication.

Program Data

Delivery Method

Traditional On Campus (selected)
 Online
 Hybrid

	Student Majors	Student Minors
2020-2021	16	11
2021-2022	7	5

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

- Leadership - 1
- Public Relations - 4
- Media Journalism - 3
- Digital Filmmaking - 4
- Sports Communication-4

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

- Leadership: 1
- Public Relations: 1
- Media Journalism: 0
- Digital Filmmaking: 1
- Sport Communication: 4

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

The communication professors took a more active role in recruiting. Meeting frequently with marketing and admissions teams. We hosted an outstanding COM student presentation event—based on their student assessment presentations—for the new members of those teams to better understand the major and engage in regular conversation with them.

Our enrollment numbers, including retention, are consistent with other programs in the university. Our decline in numbers can be explained by students graduating; however, we haven't been seeing COM students visiting or enrolling in the university. We are working closely with the enrollment management team to increase enrollment and our appeal to incoming students.

COM faculty have volunteered with admissions events to not only meet with our incoming students, but to also meet and advise undecided students.

Faculty met with several students one-on-one to discuss their progress, their career goals, and how coursework might help them reach their goals.

We are happy to see that once students are in the program a majority persist until graduation.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

50

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

N/A

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Sports communication should be marketed to high school athletic coaches. All concentrations should be marketed to high school teachers and counselors. Social media--the kind teenagers currently use--should be used.

Fall 2021: COM faculty met with Rebecca Rogers Klein and Edie Thibadoux about "A Day at the Woods" for communication prospective students, met with Edie Thibadoux and Jennifer Crump in a school meeting to discover what prospective students are looking for, and met with Rebecca Rogers Klein about rebranding the communication program to prospective students.

The marketing materials currently being used to market communication was generated in June 2018 by Tony Weed.

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
COM Sport.1	Demonstrate expertise in creating a detailed sports message
COM Sport.2	Identify the various communicative practices associated with sports.
COM-Film.1	Create emotion through the use of lighting and camera techniques, and visual and audio imagery.
COM-Film.2	Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.
COM-Lead.1	Demonstrate proficient analysis of leadership styles.
COM-Lead.2	Explain major leadership theories as they apply to a variety of settings.
COM-Media.1	Develop mass communicated messages with accuracy and precision.
COM-Media.2	Apply information gathering techniques.
COM-PR.1	Identify the relationship between the media and the business world.
COM-PR.2	Identify key strategies in developing and maintaining the public image of a business.
COM.1	Integrate theory into applied skills in a variety of communication settings.
COM.2	Identify the impact and responsibilities associated with a variety of communication behaviors.
COM.3	Critically evaluate messages through analytical approaches.
COM.4	Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

Major Field Competence: The communication program incorporates a large number of hands-on, practical projects that encourage students to engage in real-world, professions-oriented activities.

Ethics: Ethics are incorporated into every communication course.

Self-Liberation: The communication program encourages students to be resilient, to try new things, and to learn from failures as well as successes.

Lifelong Education: Because communication encompasses every aspect of life, the lessons learned in each course relates to students' lives now and into their future endeavors.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

Critical Analysis: all of our classes deal with each category in this cluster through the evaluation of media and content-based messages by applying critical thinking, ethical approaches, and critique/analysis.

Creative Expression: all of our concentrations include a creative component.

Quantitative Inquiry: COM theory has a quantitative component and film courses discuss lighting and physical properties of film.

Society & the Individual: all of our core coursework and all of our concentrations discuss culture, diversity, and history. Context is a major component of communication.

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

Academic Challenge

Higher-Order Learning

Evident in Theory, Law, Ethics, Mass Media – We ask students to apply theories, cases, historical evidence to contemporary examples and in their own work.

Reflective & Integrative Learning

Evident in Senior seminar – Students are asked to apply their skills from across the curriculum to one central project focused on a societal issue.

Learning Strategies

Healthy Learning strategies including notetaking and study skills are critical in our student's performance on tests, and in presentations throughout the semester and end of course presentations.

Quantitative Reasoning

Evident in detailed research required for the Campaign Research & Plan assignment in COM 337 – Requiring student to engage in 6 weeks of quantitative research and application in a final paper.

Learning With Peers

Collaborative Learning

Evident in COM 499 with the large class project. Production courses also require group (crew) work.

Discussions with Diverse Others

Evident in COM 499 – Working with publics outside of the WWU bubble (Special Olympics this year)

Client Videos in production courses – Beats in Public Affairs – Debate topics in Argument & Debate

Experiences with Faculty

Student-Faculty Interaction

Faculty are engaged in advising, organization and club sponsorships. Faculty maintain regular office hours. Provide assistance in labs outside of regular class times.

Effective Teaching Practices

Syllabi are updated every year along with textbooks when necessary. Faculty schedule individual meeting times to discuss papers and projects with students outside of class to provide detailed feedback.

Campus Environment

Quality of Interactions

Regular advising appointments are maintained. Faculty are knowledgeable of services available to students and regularly advise students how to engage with administrative staff and offices (registrar, financial aid, student life etc.)

Supportive Environment

Faculty regularly share internship and employment opportunities to students who may be of interest. Discussing and supporting non-academic activities and responsibilities is an important and regular topic with the faculty.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

Program Objectives Matrix

	COM 101	COM 150	COM 190	COM 320	COM 330	COM 499
COM.1 Integrate theory into applied skills in a variety of communication settings.	I	I	I	A	M	M
COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.	I	I	I	M	A	M
COM.3 Critically evaluate messages through analytical approaches.	I	I	I	M	A	M
COM.4 Use knowledge and information from the communication discipline to effectively communicate a persuasive message.	I	I	I	M	M	A

Media Journalism Matrix

	COM 110	COM 231	ART 256	COM 415	COM 335	COM 337	COM 373
COM-Media.1 Develop mass communicated messages with accuracy and precision.	I	I	I	M	M	R	A
COM-Media.2 Apply information gathering techniques.	A	I	I	M	M	R	R

Digital Filmmaking Matrix

	COM 231	ENG 210	COM 311	COM 312	ENG 327	COM 332	COM 432
COM-Film.1 Create emotion through the use of lighting and camera techniques, and visual and audio imagery.	I	I	A	I	M	M	M
COM-Film.2 Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.	I	I	R	I	M	M	A

Leadership Matrix

	COM 203	COM 323	COM 316	COM 220	COM 434	BUS 351	BUS 421
COM-Lead.1 Demonstrate proficient analysis of leadership styles.	I	I	A	I		I	M
COM-Lead.2 Explain major leadership theories as they apply to a variety of settings.	I	I	R	I	A	I	M

Public Relations Matrix

	COM 110	COM 316	ART 256	BUS 321	BUS 332	COM 337	BUS 428
COM-PR.1 Identify the relationship between the media and the business world.	I	I	I	I	M	R	A
COM-PR.2 Identify key strategies in developing and maintaining the public image of a business.	I	I	I	I	M	A	M

Sport Communication Matrix

	COM 214	COM 400
COM Sport.1 Demonstrate expertise in creating a detailed sports message		A
COM Sport.2 Identify the various communicative practices associated with sports.	A	

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes

made along with the rationale for why and the impact the change should have on student learning?

- Remove all Leadership objectives and concentrations because we eliminated that from the major due to low enrollment and lack of interest.
- Change PR to Strategic Communication
- Changed checklist and included more classes in the core and fewer in the concentrations. This will help reinforce program objectives in more classes.
- Added Strategic Communication 400-level course, which will begin in AY 23-24
- Added COM 223: Queer Theory-Diversity class.
- Added COM 301: Sports Activism-Diversity class.
- Changed name and focus/objectives of COM 330: Media Law & First Amendment to COM 330: Freedom of Expression
- Put COM 330 and COM 320 on every other year rotations.

Assessment Findings

Assessment Findings for the Assessment Measure level for Program Objectives Matrix

Standard/Outcome COM.1 Integrate theory into applied skills in a variety of communication settings.				
Assessment Measures				
COM 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion 70% of students achieve 70% or higher been met yet? Met			

Standard/Outcome COM.2 Identify the impact and responsibilities associated with a variety of communication behaviors.				
Assessment Measures				
COM 330				
Assessment	Criterion	Summary	Attachments of	Improvement

Measure			the Assessments	Narratives
Direct - Research Paper	Has the criterion 70% of students achieve 70% or higher been met yet? Met	100% of students met the benchmark.		
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet?			

Standard/Outcome

COM.3 Critically evaluate messages through analytical approaches.

Assessment Measures

COM 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Research Paper in COM 330 70% of students Achieve 70% been met yet? Met			
Direct - Case Study	Has the criterion Portfolio Assessment Benchmark: Freshman: 50% achieve 50% Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80% been met yet? Met			

Standard/Outcome

COM.4 Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

Assessment Measures

COM 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Final Presentation in COM 499 70% of students achieved 70% been met yet? Not met			
Direct - Portfolio Review	Has the criterion Portfolio Assessment Benchmark: Sophomores: 60% achieve 60% Juniors: 70% achieve 70% Seniors: 80% achieve 80%	Only 2 seniors. 1 senior did meet the benchmark and 1 did not Only 1 junior. Did not meet 2 sophomores. Both met the benchmark		

	been met yet? Not met			
--	--------------------------	--	--	--

Assessment Findings for the Assessment Measure level for Media Journalism Matrix

Standard/Outcome COM-Media.1 Develop mass communicated messages with accuracy and precision.				
Assessment Measures				
COM 373				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final News Package 70% of students achieved 70% been met yet?	Class not offered		

Standard/Outcome COM-Media.2 Apply information gathering techniques.				
Assessment Measures				
COM 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Public figure feature article. 70% of students achieve 70% been met yet? Not met			

Assessment Findings for the Assessment Measure level for Digital Filmmaking Matrix

Standard/Outcome COM-Film.1 Create emotion through the use of lighting and camera techniques, and visual and audio imagery.				
Assessment Measures				
COM 311				
Assessment	Criterion	Summary	Attachments of the	Improvement

Measure			Assessments	Narratives
Direct - Video	Has the criterion Silent Film Project 70% of students achieve 70% been met yet? Met			

Standard/Outcome COM-Film.2 Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.				
Assessment Measures				
COM 432				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Final Individual Short Film 70% of students achieve 70% been met yet?	Class not offered		

Assessment Findings for the Assessment Measure level for Leadership Matrix

Standard/Outcome COM-Lead.1 Demonstrate proficient analysis of leadership styles.				
Assessment Measures				
COM 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Film/Consulting Project 70% of students achieve 70% been met yet? Met	100% of students met the benchmark.		

Standard/Outcome COM-Lead.2 Explain major leadership theories as they apply to a variety of settings.				
Assessment Measures				
COM 434				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Case Study	Has the criterion Case Study Paper 70% of students achieve 70% been met yet?	Class no longer offered		
---------------------	------------------------------------------------------------------------------	-------------------------	--	--

Assessment Findings for the Assessment Measure level for Public Relations Matrix

Standard/Outcome COM-PR.1 Identify the relationship between the media and the business world.				
Assessment Measures				
BUS 428				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Project in BUS 428 70% of students achieve 70% been met yet?			

Standard/Outcome COM-PR.2 Identify key strategies in developing and maintaining the public image of a business.				
Assessment Measures				
COM 337				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Buyer Persona Project 70% of students achieve 70% been met yet? Met			

Assessment Findings for the Assessment Measure level for Sport Communication Matrix

Standard/Outcome COM Sport.1 Demonstrate expertise in creating a detailed sports message				
Assessment Measures				
COM 400				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Case Study	Has the criterion 70% of students achieve 70%? Been met yet?	Class not offered this year		
---------------------	--------------------------------------------------------------	-----------------------------	--	--

Standard/Outcome COM Sport.2 Identify the various communicative practices associated with sports.				
Assessment Measures				
COM 214				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70% of students achieved 70% or better been met yet? Met	83% met the benchmark.	Sports_Crisis_Comm_Paper.docx	

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Student Performance Reviews

- All majors presented on the first day and everyone watched everyone else.
 - This was helpful for the underclassmen to observe and learn.
 - We only had 1 student who had presented prior to this academic year.
- The second day we met with the majors and discussed their progress in the major, expectations, making connections across coursework, and future career plans with what they now know about the performance presentations.

Areas for Improvement

- We are considering making it a requirement for students to earn a 6/10 overall score across all panelists on their performance review in order to take senior seminar.
- Beginning next academic year, we are going to have monthly meetings with all COM majors together to discuss coursework, expectations, making connections across classes, etc. This will help build community, collaboration, and continuity.
- The creation of websites for portfolio reviews will begin much earlier next academic year.
- We will require them to bring their updated resume to our monthly meetings and meet with career services to improve it.

- We need to decide what we will do on the second day. It will be aimed towards helping students recognize how coursework helps them prepare for Senior Seminar and with possible career paths.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

See Analysis of the Assessment Process in Assessment Findings

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Appointment_Time_2022.docx

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

The Senior Seminar class presented about youth mentoring to their peers. The project consisted of creating a documentary, magazine, hosting a community event, and LEAD event.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Community_Event_Evaluation.docx

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service-Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service-Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

Anthony Cavaiani LEAD events

- Introduction to the Art of Debate
- Debate Night at WWU

Anthony Cavaiani & Melissa Alpers-Springer

- The Reproductive Freedom Landscape in Missouri

Melissa Alpers-Springer

- Saturday Night Live! Meet Jester's Theatre Company
- Movie Night: The Nightmare Before Christmas
- Saint Joan
- Alpha Psi Movie Night: Newsies!
- Make a Difference in your Community!
- I Hate Shakespeare!
- Communication Senior Seminar Showcase

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Lauren Lanum had an internship with Pinto House Company as a Videographer and Social Media Manager

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Kelly Stumpe (Suntrup) has a wildly successful podcast and blog called Car Mom and was interviewed by Katie Couric

Alaina Leverenz started a new position as the Marketing & Communications Director at Heart of Missouri United Way

Darian Lightfoot is Manager of the Home Fund, which oversees the Olympia, WA Hosing Projects to address homelessness.

Veronica Townsend is a graduate student in the Journalism School at the University of Missouri and is starting an internship this summer at ESPN in Bristol, CT

Oscar Donker is a graduate student in sports journalism Staffordshire University (UK)

Kara Jeffers is completing the English Ranger program in Japan this summer.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Anthony Cavaiani wrote a scholarly commentary paper titled the Sacred Space of the Olympics published by the University of Texas-Austin & Bournemouth University

Anthony Cavaiani presented a paper titled Authorizing Whiteness: Neocolonial Rhetoric & the Nostalgic Ethos of Cobra Kai at the Popular Culture Association Conference

Melissa Alpers-Springer directed Mainstage 2 Productions--"Almost, Maine" and "The Bald Soprano."

Tony Weed:

- Executive Producer, *The Dangerous Type*, a short film (2020 - 2021)
- Vimeo Staff Pick: December 2021
- Best Short With Legs: Fantastic Fest 2021, Austin TX

Appendix: Rubric

Annual Assessment Rubric 2022

28,000 pts 58.33%

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	the program is aligned to the old mission -			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	the program spoke to the sections of the NSSE but not the specific goals that were identified with faculty. The intent was to focus on interdisciplinary work, connect societal problems, and examine strengths and weaknesses			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All changes made to the curriculum map are detailed with supporting rationale for the decision.	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	the program summarized the changes in curriculum, but did not state the rationale for why such decisions were made.			

Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	the data is not uploaded to the assessment assignment, but the assignment description is uploaded. This is helpful, but the data is needed to back up the assessment claim.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	There were several assessment objectives that were not met, but the program did not articulate with Improvement Narratives how they planned on being more successful in the future.			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	there is no data included to support the claims on student activities/assessment assignments.			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Assessment: Data

Student Assessment Appointment Times

Tuesday, Feb 22, 2022

Student Assessment Schedule

Appointment Time	Student Last Name	Student First Name	Concentration	Year
10:00	XXXXXX	XXXXX	Film	SR
10:15	XXXXXX	XXXXX	Sports Com	JR
10:30	XXXXXX	XXXXX	Sports Com	SR
10:45	XXXXXX	XXXXX	PR/Sports Com	SO
11:00	XXXXXX	XXXXX	Sports Com	SO

COM 214: Sport Communication
Final Sport Crisis Paper
130 Points

The final paper should be a minimum of 8 **pages, excluding reference page and the appendix** (12-point type, Times New Roman, double-spaced, 1" margins) and all citations must be formatted according to APA guidelines. Paper must include at least 5 outside sources (book and other course readings are acceptable).

Final Paper Organization:

1) Overview of Crisis (2 pages)

- a. Context of the case
- b. What happened?
 - i. Timeline—keep it succinct

2) Media Framing of the crisis (1 page)

- a. What were the major frames/themes?
- b. Which media sources/outlets engaged in the framing?
- c. Provide @ least 3 pieces of visual evidence of media framing in Appendix 1 after Reference Page

3) Introduce Theoretical Framework (1 page)

- a. Introduce Apologia and/or Image Repair OR Situational Crisis Communication
 - i. Use readings to help you introduce the strategies

4) Analysis Point #1 (NOTE: The entire Analysis Section—Points 1-3—must be at least 3 pages)

- a. Analyze & assess the crisis, using image repair and/or apologia frameworks
 - i. Utilize at least 2 apologia strategies OR at least 2 image repair strategies; OR 1 of each
- b. Cite the textbook and relevant course readings that are on Brightspace to help you make your points

5) Analysis Point #2:

- a. Did the media framing impact the image repair and/or apologia? If yes, how? If not, why not? Explain.

6) Analysis Point #3

- a. What was the discourse addressing the act?
 - i. How was it carried about by the public and media?
 - ii. Who carried it out—fans, news media, social media—be specific.
- b. How did the above use either or both of the following 2 functions?
 - i. Strengthen the original attack (kategoria)
 - ii. Weaken the self-defense (apologia)

7) Implications & Conclusion (address at least 1 of the 3 questions below; can address more than 1; at least 1 page)

- a. How do the image repair and/or apologia strategies change fans and the public attitudes or beliefs about the organization, coach, player, etc.?
- b. How do the image repair and/or apologia strategies influence public attitudes or beliefs about sport?
- c. To what extent do image repair and/or apologia impact the handling of any future crises similar to the one you analyzed?

Rubric to be posted on Brightspace under Final Sport Crisis Paper

Community Event Evaluation

*You will plan a community service event drawing attention to the issue.
This event must take place off campus and target an audience of the general public
(not the campus community)*

Evaluate below how you think the community event went in terms of:

1. Your efforts to draw attention to the issue:

2. Your efforts to reach a target audience of the general public:

Evaluate each group member's contribution to the community event, both in the preparation and during the event itself.

XXXXXXXX	1	2	3	4	5	6	7	8	9	10
XXXXXXXX	1	2	3	4	5	6	7	8	9	10
XXXXXXXX	1	2	3	4	5	6	7	8	9	10

Explain your group member evaluations below. Use the back, if needed.