

Organizational Communication

PLO Data for Organizational Com, Fa2025 - Sp2026

Learning Outcome: PLO 1. Compare a contemporary understanding of Organizational Communication with outdated perspectives.

Outcome Measure: 4022 “Capstone Exam” essay

Criteria for Success: AAC&U Written VALUE Rubric, average score 3+

Aligned with DQP Learning Areas: (circle one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Academic Year	Number of students	Score
2026	—	3.33

Conclusions Drawn from Data:

Threshold met.

As for a bit of context for this first year of assessment for the Department of Communication Studies program in Organizational Communication: During the 24-25 academic year the Organizational Communication section worked on Program Learning Outcomes which were reviewed and approved by the Educational Effectiveness office. Organizational Communication also completed their Curriculum Map. Next, Organizational Communication worked on their Assessment Map.

In the Fall of 2025, Organizational Communication finalized their assessment steps in order to begin formally collecting Longitudinal Data, writing Conclusions Drawn from Data, and assessing any Changes to be Made Based on Data for the 25-26 academic year Assessment Report.

Changes to be Made Based on Data:

Given the threshold was met for this PLO which assesses Written Communication, no changes are expected to be made at this time.

Rubric Used:

AAC&U Written VALUE Rubric

https://docs.google.com/document/d/1UIUg6vfRcJmcQmbXOx1YdW-XkLH5wIXdgXmIlg2A-_R4/edit?usp=drive_web&ouid=117803188802980363878

PLO Data for Organizational Com, Fa2025 - Sp2026

Learning Outcome: PLO 2. Demonstrate written communication skills appropriate for organizational contexts.

Outcome Measure: 4022 Resume and Cover Letter (revisions)

Criteria for Success: Modified NACE Resume Rubric (see below), Average score 3+

Aligned with DQP Learning Areas: (circle one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Academic Year	Number of students	Score
2026	—	3.43

Conclusions Drawn from Data:

Threshold met.

Both PLO 1 and PLO 2 focus on DQP learning outcomes a) 1. Specialized Knowledge, and b) 3. Intellectual Skills/Core Competencies. However, in contrast to PLO 1, which assesses writing using the AAC&U Written Communication rubric, PLO 2 focuses more intently on DQP learning outcome "1. Specialized Knowledge" for Organizational Communication majors so a modified NACE Resume Rubric is used in this case.

Changes to be Made Based on Data:

Given that the assessment benchmark was achieved, no changes are expected at this time.

Rubric Used: See next page

Resume Rubric
from the National Association of Colleges and Employers (NACE)

	Effective	Above Average	Below Average	Needs Improvement
Format	This resume fills the page but also is not overcrowded. There are no grammar or spelling errors. This resume could be easily scanned.	This resume almost fills the page but has some uneven white space. There may be a single spelling or grammar error here.	The font and spacing of this resume are not appealing and easily scanned. There are more than one spelling or grammar errors.	This resume is either one-half page or two to three pages long. The font is too big or may be hard to read. There is more white space than words on the page. There are multiple spelling errors.
Education Section	This section is organized, clear, and well defined. It highlights the most pertinent information. This section includes: institution with its location, graduation date, major, degree, GPA, study abroad, and any relevant course work.	This section is organized and easy to read. This section includes: institution with its location, graduation date, major, and degree. GPA is missing from this section. Also, "extra" information such as study abroad and course work are not mentioned.	This section is not well organized. Information such as institution with its location, graduation date, and major are included. Degree and GPA are not listed. There is no order to how information is formatted in this section.	This section is missing the most crucial information. Institution is listed without a location. Graduation date is not listed. Major is listed but not degree. No GPA is stated in this section.
Experience Section	This section is well defined, and information relates to the intended career field. Places of work, location, titles, and dates are included for each position. Descriptions are clear and well marketed in the form of bullet statements beginning with action verbs. This section could be split into related and other experience.	Descriptions are clear in the form of bullet statements beginning with action verbs. Descriptions are not detailed enough to fully understand what was done. Information does not relate 100 percent to the intended career field. Places of work, location, titles, and dates are included for each position.	Descriptions are not in the form of bullets beginning with action verbs. Complete sentences in paragraph form are used to describe previous positions. Places of work are included for each position but not locations, dates, and titles.	This section is not well defined, and there is no order to the descriptions of each position. Descriptions are not detailed and offer no illustration of what was done. No locations and dates of employment are listed.
Honors / Activities	This section is well organized and easy to understand. Activities and honors are listed and descriptions include skills gained and leadership roles held. Dates of involvement are listed.	This section includes all necessary information but is difficult to follow. Leadership roles within organizations are listed but skills are not defined. Dates of involvement are listed.	This section is missing key information such as leaderships positions held or dates of involvement. Organizations are listed describing the organization, not individual involvement.	This section is missing or contains very little information. Organization titles or dates of involvement are not listed. No descriptions are listed

PLO Data for Organizational Com, Fa2025 - Sp2026

Learning Outcome: PLO 3: Develop verbal communication skills appropriate to organizational contexts.

Outcome Measure: 4022 Capstone Presentation

Criteria for Success: AAC&U Oral VALUE Rubric, Average score 3+

Aligned with DQP Learning Areas: (circle one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Academic Year	Number of students	Score
2026		2.92

Conclusions Drawn from Data:

Threshold not met. In light of this, recommendations are listed below.

Changes to be Made Based on Data:

- 1) Develop program/department wide rubric (aligned with GELO rubric) that is emphasized throughout the program so that any presentation is understood by the senior year as having uniform expectations.
- 2) Consider moving the measurement of this PLO to a course in which the assignment is given a letter grade rather than Credit/No Credit as is the case in COM 4022.

Rubric Used:

AAC&U Oral VALUE Rubric

[AAC&U Value Rubric "Oral Communication"](#)

PLO Data for Organizational Com, Fa2025 - Sp2026

Learning Outcome: PLO 4. Design the methodology for an original research project that meets disciplinary standards.

Outcome Measure: COM 4065 "Project Pitch"

Criteria for Success: COM 4065 Project Pitch Rubric (see below), Average score 75%+

Aligned with DQP Learning Areas: (circle one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Academic Year	Score
2026	89%

Conclusions Drawn from Data:

Threshold met.

Note: the rubric used for this PLO was tested and revised in Fall of 2024, before the Department of Communication Studies began collecting longitudinal data. Pending external review of this metric, this rubric will continue to be used in future years of assessment.

Changes to be Made Based on Data:

Since the benchmark was achieved with a rubric that has been tested numerous times, there are no changes recommended at this time.

Rubric Used: See next page

		Name: _____		
Introduction				
Gained audience attention	No	Somewhat		Yes
Clear statement of research goal	No	Somewhat		Yes
Established need for project	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Clear hypothesis or research question	No	Somewhat		Yes
Sampling				
Identified the population, sampling frame, and intended sample	No	Somewhat		Yes
Identified the sampling strategy	No	Somewhat		Yes
Justified the selected sampling strategy	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Identified strengths of the sampling strategy	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Identified limitations of the sampling strategy	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Methodology				
Identified the intended methodology	No	Somewhat		Yes
Made it clear if the project would be qualitative or quantitative	No	Somewhat		Yes
Justified the selected methodology	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Identified strengths of the methodology	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Identified limitations of the methodology	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Variables				
Identified the independent variable (IV)	No	Somewhat		Yes
Introduced clear plan to measure IV	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Made it clear why this measurement is reliable	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Made it clear why this measurement is valid	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Identified the dependent variable (DV)	No	Somewhat		Yes
Introduced clear plan to measure DV	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Made it clear why this measurement is reliable	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Made it clear why this measurement is valid	No	Yes with testimonial support	Yes with credible sources	Yes, with multiple credible academic sources
Conclusion				
Clearly reviewed main points	No	Somewhat		Yes
Identified desired skills/qualities of potential teammates	No	Somewhat		Yes
Provided memorable closure/clincher	No	Somewhat		Yes
Delivery				
Used appropriate nonverbal communication (eye contact, facial expressions, attire)	No	Somewhat		Yes
Used clear/descriptive language	No	Somewhat		Yes
Avoided "filler" words/sounds	No	Somewhat		Yes
Showed energy/enthusiasm for topic	No	Somewhat		Yes

Length of presentation: _____

PLO Data for Organizational Com, Fa2025 - Sp2026

Learning Outcome: PLO 5: Describe how research and theories of Organizational Communication impact organizational members and stakeholders.

Outcome Measure: 3045 Situational Leadership Theory Assignment

Criteria for Success: COM 3045 Personal Leadership Philosophy Rubric (see below), Average score 75%+

Aligned with DQP Learning Areas: (circle one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Academic Year	Number of students	Score
2026	—	3.2 (80%)

Conclusions Drawn from Data:

Based on the class average of 3.2, the Org Com program concludes that students successfully achieved the assessed learning outcome related to understanding and explaining Situational Leadership Theory. Student responses 1) demonstrated an understanding that effective leaders adapt their behaviors to meet the needs of followers in different situations and 2) were generally presented in a both well-organized and effectively articulated manner in order to describe the relationship between leadership style and follower readiness.

Changes to be Made Based on Data:

While the results suggest that students met or exceeded expectations, opportunities remain to strengthen student learning in this PLO category. Future instruction will place additional emphasis on helping students more clearly distinguish the four leadership styles in order to apply these theories to complex leadership scenarios. To do this, case studies will be designed to add to the unit assessed for this PLO.

Rubric Used: see next page.

Situational Leadership Theory Assignment Rubric

Assignment: Using material learned from lecture and the articles posted in Canvas, explain Hersey and Blanchard's Situational Theory of Leadership.

Criteria	Exemplary 4	Proficient 3	Developing 2	Beginning 1
Overview of Situational Leadership Theory	Provides a comprehensive, accurate, and insightful overview of Hersey and Blanchard's Situational Leadership Theory. Demonstrates thorough understanding of the theory's purpose and key concepts.	Provides an accurate overview of the theory with minor omissions or inaccuracies.	Provides a basic overview but contains significant omissions, inaccuracies, or lack of detail.	Provides little understanding of the theory or contains major inaccuracies.
Clear Explanation of the Four Leadership Styles (Telling/Directing, Selling/Coaching, Participating/Supporting, Delegating)	Clearly and accurately explains all four leadership styles, including their characteristics and appropriate applications.	Accurately explains most leadership styles with minor omissions or lack of detail.	Explains some leadership styles but demonstrates limited understanding or accuracy.	Provides little or inaccurate explanation of the leadership styles.
Clear Explanation of Follower Readiness/Development Levels	Thoroughly explains all follower readiness/development levels and their characteristics.	Explains most readiness/development levels accurately with minor omissions.	Demonstrates partial understanding of readiness/development levels.	Demonstrates little understanding or provides inaccurate explanations.
Expression of the Relationship Between Leadership Style and Follower Readiness	Clearly and effectively explains how leadership styles correspond to follower readiness levels, demonstrating strong understanding of leader adaptability.	Explains the relationship accurately but lacks depth or detail.	Demonstrates a limited understanding of the relationship between leadership style and follower readiness.	Fails to explain or inaccurately explains the relationship.
Organization, Writing Quality, and Mechanics	Writing is well-organized, clear, professional, and virtually free of grammar, spelling, and formatting errors.	Writing is organized and clear with few errors that do not impede understanding.	Organization or writing quality is inconsistent; several errors distract from the content.	Writing is poorly organized and contains numerous errors that impede understanding.

PLO Data for Organizational Com, Fa2025 - Sp2026

Learning Outcome: PLO 6- Articulate how biblical perspectives inform organizational practices and apply those perspectives to an existing organization.

Outcome Measure: 3040 "Faith" Paper (Birdsell, Capra)

Criteria for Success: COM 3040 "Faith" Rubric (see below) , Average score 75%+

Aligned with DQP Learning Areas: (circle one or more but not all five)

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Academic Year	Number of students	Combined Score
2026	—	87.62% (89% Birdsell and 86.25% Capra)

Conclusions Drawn from Data:

Threshold met.

This year the Org Com program's PLO integrating faith with communication studies was initiated and the benchmark was achieved.

Changes to be Made Based on Data:

While the benchmark was achieved, the Communication Studies department will continue to discuss the integration of faith and practice in terms of assessment going forward.

Rubric Used: see next page

"FAITH" WRITTEN ASSIGNMENT GRADING SHEET

Grading Scale:

- 1- Missing, not relevant to the assignment
- 2 or 3- Improvement needed, does not satisfy requirements as presented
- 4, 5, 6- Good, average work, satisfies requirements of assignment and collegiate expectations
- 7 or 8- Above average and superior work, exceeds minimum requirements, shows depth of thought, analysis, and insight
- 9- Exceptional scholarship in every regard, far exceeds expectations

MECHANICS:

Is this the first draft of the assignment or has it been "polished" and free from spelling, syntax, and grammatical errors? Have you followed all instructions in the syllabus or does it appear to be thrown together at the last moment? Are citations complete and in APA form?

(<http://owl.english.purdue.edu/owl/resource/560/01/>)

1 2 3 4 5 6 7 8 9

SOURCES/ANALYSIS:

Does the paper provide clear reasons to support your position on the topic? Have you grounded your argument in communication theory or is this merely your impression of what occurred with anecdotal support?

1 2 3 4 5 6 7 8 9

OVERALL IMPACT:

This is a function of many aspects including clarity of thought, depth of analysis, vivid writing style, and attention to detail. Does the assignment leave the impression that you have done an excellent job of preparing and presenting the assignment in proper form and on time?

1 2 3 4 5 6 7 8 9