Learning Outcome:

MOCM Program Learning Outcome (Media PLO)	Description of Learning Outcome
MOCM PLO #1	Develop a sophisticated understanding of communication as the negotiation of meaning.

Outcome Measure(s): COM 465 Defining Communication Essay

Criteria for Success: 70% of student essays will be evaluated as "Good" or "Excellent"

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

Data:

N = 20 Students

	Below Average	Average	Good	Excellent
	1	2	3	4
Range	<=69	70-80	80-90	90-100
# of Students in cat	1	3 Min: 70 Max: 73	8 Min: 82 Max: 88	8 Min: 90 Max: 98

Conclusions Drawn from Data: 80% of essays achieved the success criteria with only one student falling below acceptable standards. Programmatically, by the time MOCM students reach 465, they've been introduced to ways of thinking about communication beyond the act of message sending* so when they are challenged to develop their own definition of communication, they are prepared to integrate multiple perspectives.

*In Small Group Communication, they explore communication as a tool for surfacing and negotiating expectations (Beebe & Masterson, 2012). In Organizational Communication, they read perspectives on communication as strategic control or the balance of creativity and constraint (Eisenberg, Goodall, & Trethewey, 2014). Management Communication invites them to be mindful about leadership practices beyond giving instruction or direction.

Changes to be Made Based on Data: Continue to monitor preceding coursework to ensure that the 200 and 300 level preparation remains valuable in building toward this PLO.

Learning Outcome:

MOCM Program Learning Outcome (Media PLO)	Description of Learning Outcome
MOCM PLO #2	Display communication competence both verbally and nonverbally in interpersonal, small group, organizational, and intercultural contexts.

Outcome Measure(s): COM 465 Poster Session

Criteria for Success: 70% of student essays will be evaluated as "Good" or "Excellent"

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

Data:

N = 20 Students

	Below Average	Average	Good	Excellent
	1	2	3	4
Range	<=69	70-80	80-90	90-100
# of Students in cat	0	1	3 Min: 89 Max: 89	16 Min: 92 Max: 100

Conclusions Drawn from Data: 95% of essays achieved the success criteria with no students falling below acceptable standards.

Changes to be Made Based on Data:
The poster session from which the data are drawn is the culmination of multiple prior presentations and written submissions. Instead of treating these presentations and submissions as summative, they are treated formatively with feedback incorporated into upcoming assessments. What is encouraging is that the standards students are guided towards by faculty is recognized as excellent by external reviewers (members of the campus community) who are the primary evaluators of the poster session. Continue to scaffold course assignments to build towards the summative experiences.

Learning Outcome:

MOCM Program Learning Outcome	Description of Learning Outcome
MOCM PLO #3	Formulate a thesis, organize a complex idea, and support it with appropriate evidence using proper grammar and punctuation.

Outcome Measure(s): Persuasion Final Project

Criteria for Success: 70% Good or Excellent

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

Data:

N = 14 Students

	Below Average	Average	Good	Excellent
	1	2	3	4
Range	<=69	70-80	80-90	90-100
# of Students in cat	0	1	9	4

Conclusions Drawn from Data: 93% of students achieved the success criteria with no students falling below acceptable standards.

Changes to be Made Based on Data:
Even in a course where the content is more general to the study of communication than specific to organizational communication, students are demonstrating the expected mechanical and stylistic writing skills this PLO is designed to accomplish. Most of this is occurring at "Good" levels and it would be wise for program faculty to keep an eye on any indication of those levels slipping toward "Average" so that early interventions can be made as necessary.