West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
January 26, 2017
10:30 a.m. – 11:30 a.m.
Agenda

1. Call to Order and Roll Call – Committee Chair Gail Pitchford presiding

2. Verification of Appropriate Notice of Public Meeting   Action   2

3. Review and Approval of Agenda   Action   1

4. Review and Approval of Minutes of Previous Meeting   Action   3

5. University Recommendations and Reports

    5.1   Other Business – Follow up reports on selected academic programs
        5.1.1   Communication, BA   Action   8
        5.1.2   Media Studies, MA   Action   27

6. Next Meeting Date – *March 16, 2017*

7. Adjournment

West Virginia State University
Academic Policies Committee

Date/Time: 1/26/2017 -- 10:30 AM

Location:

West Virginia State University
Erickson Alumni Center
Weisberg Lounge
Institute, WV

Purpose: To conduct the regular business of the Committee in preparation for the January 26, 2017 Board of Governors meeting.

Notes:

This is a compliant meeting.

Meeting was approved: 1/17/2017 8:08:25 AM

West Virginia State University Board of Governors
Academic Policies Committee
Erickson Alumni Center, Weisberg Lounge
Minutes
November 10, 2016

1. **Call to Order and Roll Call**
   Mrs. Pitchford called the meeting of the West Virginia State University Board of Governors Academic Policies Committee to order at 10:30 a.m.

   Present: Dr. Guetzloff, Mr. Konstanty, Mrs. Pitchford, and Dr. Thralls. Several members of the administration, faculty, and staff were also present.

2. **Verification of Appropriate Notice of Public Meeting**
   Mrs. Pitchford announced the Verification of Appropriate Notice of Public Meeting.

3. **Review and Approval of Agenda**
   Mrs. Pitchford asked for approval of the agenda. Dr. Thralls made the motion, and it was seconded by Mr. Konstanty. The motion passed.

4. **Review and Approval of Minutes of Previous Meeting**
   Mrs. Pitchford asked for approval of the minutes from the September 15, 2016 meeting. Dr. Thralls made the motion, and it was seconded by Dr. Guetzloff. The motion passed.

5. **HEPC Compact Submission**

   Mr. Tom Bennett was in attendance to present the changes that the committee suggested at the last meeting to West Virginia State University's Compact submission to the Higher Education Policy Commission (HEPC) Master Plan.

   Mr. Bennett explained that due to confusion in the previous year he made an appendix to the full book and left the page numbers of the book exactly the same; that way if a person on the board made any remarks for review they would have the same page numbers. Mr. Bennett said that action item 7A3 lists all items that were modified from the previous version. He also explained that between the dates of printing and being shipped to the board that several errors and updates were found.

   Found on page eleven in the report, in the 'Fall low income student headcount', the number 1,170 was added to chart. He explained that this was one area that the data was supposed to be supplied by the university and not the HEPC. Found on page thirteen, on the STEM education number 6 impact chart, the three year student loan default rate is 15.4%. Dr. Guetzloff inquired as to why there is no 2014 when there is 2013 and 2015. Mr. Bennett explained that 2015 is in the goal column. He also explained that the goal is 10.5% and the national average is 11.3%.

Found on page twenty-five, in the second sentence of the first paragraph, it was corrected from 81% to 90.8%. This section was updated with corrections from data calculated previously. Mr. Bennett explained that none of the data changed, it was the information in the summary area.

Dr. Guetzloff brought to attention a change that needed to be made on page sixteen. It concerns the graph about the mathematical developmental education data. Mr. Bennett explained that it says there is a 100% passing rate because one person took the class and they passed it. It was suggested by Mr. Konstanty to put a footnote on the chart detailing this information to offset any worries as to why the graph shows the program went from a 100% passing rate to a 40% passing rate. Mr. Bennett informed them that they could footnote the information and also explained that the information was also in the summary area on page twenty-six for that particular section.

Mr. Bennett mentioned that the language on pages twenty-five through twenty-eight had been updated to match the correction of the analysis of the percentages and changes in the data that was presented in the metric tables. Also on the middle of page twenty-eight, in the STEM education section, the number was updated from zero to six.

Mr. Bennett brought up the changes that were made due to the thirty day census. On page thirty-seven, in activity two, in paragraph two where it starts "at the close of academic year 2011-2012" the numbers through 225 – 1246 were updated. Also, on the last line of the same paragraph the percentage was changed to 12%. Also on page thirty-seven, in the next paragraph, concerning the Adult Education Prison Initiative that began in 2014, the Fall 2016 sentence was added. It stated that it had fifty-seven students enrolled. That section was added due to obtaining the data recently.

Mrs. Pitchford inquired about the last paragraph on page thirty-seven about "currently pursuing accreditation with the National Alliance for Concurrent Enrollment Partnerships." She inquired as to the benefits and cost of being a member of that organization. Dr. Jayasuriya explained that NACEP ascertains the programs in the high schools are at the same level as the same classes offered at the university. He also explained that the university pays less than $1,000. Dr. Guetzloff mentioned that this was beneficial to the faculty as well. Dr. Jayasuriya informed the committee that WVSU is the only university in the state that is seeking accreditation by NACEP.

Mr. Bennett went on to mention on page forty the fifteen credit hours taken from 2015-2016 and 2016-2017 increased 2.8%. Thirty-two students more than last year have taken more than fifteen credit hours. He explained that this was important to include in the report to emphasize the "15 to finish" initiative. Dr. Guetzloff asked for clarification if it meant thirty-two first-time freshman or students overall. Mr. Bennett explained it was students overall.

Mr. Bennett indicated there was an update on the 'three year default rate' on pages fifty-four and fifty-five. In the first section summary there was a clarification of the numbers from 15.4 to 16.6. This is attributed to the various activities that financial aid had presented

on campus such as 'FASFA Friday' to help students understand how financial aid works. Dr. Thralls asked Mr. Bennett if the university was doing or planning anything in the area of pre-enrollment counseling for students financing their education. Mr. Bennett indicated that President Jenkins will be working with the department of Enrollment Management and Student Affairs into redoing the first year experience. Mr. Bennett then asked Amanda Anderson to further explain. Ms. Anderson told the committee that there is a series of communications that happens currently but there will be additions implemented to help with financial literacy. The admissions recruiter explains borrowing appropriately with the students, and any student that borrows federal money has to do a loan entrance counseling to show that they understand how and what they are borrowing. There is a plan to improve freshman orientation to help students become fluent in financial literacy. Ms. Anderson mentioned that during the past summer individual financial aid sessions were added to the orientation program to help with the end goal. Mr. Bennett added that financial language was also added to this section of the report; also in activity two on page fifty-five that explains some of the benefits.

Mr. Bennett spoke of the changes made on page sixty. At the end of activity one, in the last three sentences, the Fall 2016 dual credit is 1,293 which is an increase of 390 students from Fall 2015. Remaining language "enrollment students are currently enrolled as first time freshman as of the 30 day census for the Fall 2016 semester" this was 12% of first time freshman enrolled this Fall 2015 out of 423 students enrolled at the 30 day census. Dr. Guetzloff inquired as to if the university did a cost analysis on the fiscal benefits of either dropping the credit price or not. Dr. Jayasuriya explained that it was fiscally beneficial to drop the credit price mainly due to the competition; he also mentioned that with marketing and recruiting the university could get approximately up to 30% of Early Enrollment students to enroll. Ms. Anderson added that as the numbers increase the data is taken from all Early Enrollment students and is imported into a recruitment database so they are recruiting students from the admissions side as well.

Dr. Woodard brought to the committees attention about the NACEP membership on page sixty. In activity one, "additionally we are the only NACEP member in West Virginia," he pointed out that in the line above it says the university is seeking membership and accreditation. Dr. Jayasuriya explained that the university is not an accredited member but is a paying member. Dr. Guetzloff inquired if the line would stay in the report and Dr. Jayasuriya answered that the line will stay in.

Mr. Bennett brought to attention the last change made on page sixty-six. The third paragraph's last part of the last sentence states "our Fall 2014 freshman returning for their second year. Fifty and fifty-seven percent of our Fall 2015 first-time freshman are returning in Fall 2016."

Mr. Bennett concluded that was all the changes that were made from the original compact from the previous Academic Policies Committee meeting on September 15, 2016. Mrs. Pitchford thanked Mr. Bennett for the updates and for making the process simple with keeping of the same page numbers. She opened the floor for any questions or comments.

Dr. Thralls inquired as to the processing of the HEPC. He asked Mr. Bennett if the same people at HEPC that processed the previous report would be processing the changes. Mr. Bennett answered that it is the same people. He mentioned by name Dr. Treadway, Dr. Holley, and Chris Davies as being the main three that will review the compact. The report will go through a review committee that represents all the departments and recommendations will be made and the university will work with the HEPC to review the changes and implement them, if necessary. Mr. Bennett assured the committee that it will be the same review team reviewing the changes of the report.

Mrs. Pitchford asked when the changes had to be submitted. Mr. Bennett answered that it would be due on December 1, 2016. The original submission date was November 1, 2016, but the HEPC extended the deadline. This deadline will be changed henceforth as well, from November 1 to December 1.

Mr. Bennett told the committee if they adopt it as is, because there are some amendments and changes not in the report, it would be a recommendation to the committee that when it is presented to the board there will be an amendment that is presented because the board book was printed before there were any changes. Dr. Thralls asked Mr. Bennett if he had gone through the changes. Mr. Bennett assured the committee that he had gone through them. Mr. Konstanty then stated that they can report out to the full board that, whether they adopt it or not, that there may be some non-substantive technical changes that need to be made that the committee is aware of. Mr. Bennett stated that it was not all technical changes but also updated information. Mr. Konstanty stated that they were changes that the committee is aware of. Dr. Guetzloff suggested that those changes were still technical, however. Mr. Bennett agreed and stated he had an amendment ready for the board.

Mr. Konstanty moved that all the changes be accepted. Dr. Guetzloff seconded. Mrs. Pitchford stated that there is a motion on the floor to accept the changes as presented by Mr. Bennett and a second. The motion passed.

Dr. Guetzloff moved to proceed with any technical non-substantive and typographical errors to the compact that Mr. Bennett will do should those be necessary. Mr. Konstanty suggested that if errors were found it did not need to come back to the committee for approval. Dr. Guetzloff accepted that amendment to his motion. Dr. Thralls seconded. The motion passed.

Dr. Guetzloff moved to adopt the full changes of the compact. Mr. Konstanty seconded. Dr. Thralls mentioned that the full compact is where those technical or clean up changes might be necessary. Dr. Guetzloff stated that he will take that friendly amendment as well, Mr. Konstanty seconded. The motion passed.

Mrs. Pitchford stated that the committee has approved the compact; she will present this information to the board.

Mrs. Pitchford then moved on to item 5.2 on the agenda, the Program Review Schedule. Mr. Konstanty stated that the follow ups in January are follow ups from prior reviews,

which are requests for additional data. Dr. Thralls commended Dr. Jayasuriya and his staff for organizing the schedule. He stated there had been many follow up requests and that keeping track was a real challenge to the committee, and he appreciated the help.

Dr. Jayasuriya told the committee that due to inserting the compact discussions into two of the board meetings that there were some reviews that were rescheduled. He wanted the committee to know that the new schedule is the revised one. He also pointed out there were three program reviews this year as opposed to the five to seven they normally have, that is because in 2014 there were several program reviews that were postponed and they did eight that year. Dr. Jayasuriya suggested that the program review schedule be evened out. Mrs. Pitchford stated the committee would look to Dr. Jayasuriya for recommendations for that. Dr. Guetzloff inquired if they could legally move one to six years, or if they could push one up to four years. Dr. Jayasuriya answered that they cannot move one to six years, but we could bring one earlier. Mr. Konstanty stated that the code said a program would come up for review at least every five years. He inquired as to the schedule in March pertaining to Mathematics and Computer Sciences. He asked if they were large programs and Dr. Jayasuriya assured the committee they could get through both of them in one meeting.

Dr. Guetzloff stated that he would have to recuse himself on the Chemistry review. The committee was informed that Dr. Guetzloff could participate in the discussion but he could not vote on it. He would recuse himself from voting.

Dr. Guetzloff inquired as to the meeting in June. It was stated that it was the annual meeting and there would be no follow up or program reviews at that meeting.

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6. **Next Meeting Date –** *January 26, 2017 at 10:30 a.m.*

7. **Adjournment**
   With there being no further business, a motion was made by Mr. Konstanty, and seconded by Dr. Guetzloff to adjourn the meeting. The motion passed. The meeting adjourned at 11:16 a.m.

Respectfully submitted,

Betsy L. Allen

WEST VIRGINIA STATE
U N I V E R S I T Y
1891

Program Review Follow Up Report

I. **Name and degree level of program:** Bachelor of Science in Communication

II. **Summary of significant findings, including findings of external reviewer(s).**

Institutional findings: The Program Review Committee recommends the Bachelor of Science in Communication be continued at current level of activity.

The program has a number of strengths. It has a good number of majors and graduates. It has productive faculty who are involved with the community and who involve students in creative and scholarly activities. An area of concern is whether the program has enough support staff and resources for technology upgrades to adequately maintain and grow the program.

The area in which the program needs specific action is student assessment. While they have developed an assessment plan, what data is presented does not demonstrate consistent collection of student data or achievement of the program outcomes. The Committee recommends a formal Follow-Up/Progress Report on program assessment including data collection instruments, data collected, and analysis of the data collected due December 1, 2016.

III.   Plans for program improvement, including timeline for implementation:

2016-2021
Communication Department Five Year Plan (Pursuant to Funding & Administrative Support)

Goal	Method	Measurement
Increase Program Enrollment	Recruitment Initiatives Promote accessibility to faculty & staff Webpage redesign of campus site/Social Media	Overall number of FTEs, student evals
Promote Retention	Continue to support FYE courses Promote and grow student orgs Positive interaction with faculty	Student evals, exit surveys Graduation rate
Promote Graduate Education	Grad fairs, website promotion Develop & distribute promotional materials Review & update graduate curriculum	Exit surveys, FTEs, curriculum adaptation
Support Students Holistically	Faculty participation in campus events Aggressive advising & course rotation	Student surveys
Seek Non-Traditional Opportunities	Increase web-based instruction Increase internship opportunities Develop Gen Ed options	Exit surveys, course development Internship options with professional entities
Remain Current in Technology & Software	Review equipment & software inventory Identify equipment and software needs Prioritize equipment & software purchases Advisory Committee	Advisory Committee input Equipment purchases
Consistent Curriculum Evaluation	Review curriculum Integrate new media, software, & tech. Streamline assessment/collection/reporting Advisory Committee	Internship Evaluations Exit surveys Advisory Committee input
Ongoing Assessment	Assessment plan & procedures	Faculty Part., Program Review
Adequately Staff courses & Programs	Petition administration for more faculty lines Continue to develop adjunct pool	Sufficient faculty to teach undergraduates & graduates

| Program Integration | Introduce & develop integrated media model | Board development, streamline processes |

IV. Identification of weaknesses/deficiencies from the program previous review and the status of improvements implemented or accomplished (include dates of completion):

Previous Reviews and Corrective Actions

During the last Program Review, the reviewers cited one deficiency which concerned program assessment. The following narrative is a chronological listing of the corrective actions that have taken place since the last Bachelor of Science in Communication Program Review.

Previous program review findings cited a lack of consistent data collection and analysis. Faculty have been collecting data to be stored and reviewed by the program Chair who was designated as the program assessment coordinator. Data assessments were filed for 2014-15 and 2015-16, but the reports were copied. No additional information has been forthcoming concerning data analysis despite multiple requests for information at various levels university-wide.

The department has recently undergone an administration change and the lack of assessment analysis and reporting has been noted and included in the program strategic plan moving forward. The new Chair has met with the university assessment coordinator on multiple occasions to strategize and coordinate assessment initiatives. Future efforts include streamlining the assessment process, as well as building a five year assessment cycle. Target completion will be December 2016.

In addition, the department has agreed to participate in a pilot study for General Education. Communications 100 Speech Communication has been identified as the target assessment point for oral communication utilizing the Oral Communication Value Rubric. Completion of this project will be December 2016. See Appendix I for sample rubric.

An additional area of concern for the program was the level of support staff and technological resources. This continues to be a concern for the program. Equipment and support staff are not only used for departmental academic services. The university utilizes equipment and staff to support athletic programs, other academic areas, convocation, etc. Support staff have been cut from four to one as of July 2016. Further attempts to remove the final support personnel were thwarted, but a faculty line was sacrificed in order to justify the individual's salary. This employee spends nearly 50% of his time billing and working with the phone bridge, as well as other university activities which is outside his current job duties. These expectations limit time spent on communications program needs. A second faculty line opened via retirement was also not filled. Technology requirements are by and large funded through limited course fee monies. Equipment program-wide is aging and may need a complete overhaul within the next 1-3 years.

The department is reviewing technology options. A departmental technology committee has been reconvened September 2016.

V. Five year trend data on graduates and majors enrolled:

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
BS	130	130	123	116	104	98	102

VI. Program Graduates

2013-2016

	2013-2014	2014-2015	2015-2016
FALL	8	15	12
SPRING	9	17	15
SUMMER	0	1	1
TOTAL	17	33	28

VII. Summary of assessment model and how results are used for continuous program improvement:

Student Outcome Assessment Plan

Assessment for the Communications program has been conducted through the use of a detailed assessment map and established rubrics. A sampling of writing assignments, research projects, presentations, exams, portfolios, and productions are utilized as key assessment points at varying levels throughout a student's course of study. Indirect assessments included (where applicable) the use of exit surveys and internship surveys. These methods have been in place since 2012 and have undergone periodic review both at the administrative level and department level. (Sample rubrics and surveys are available upon request.)

Use of Assessment Data: Learning-Teaching-Curriculum

Traditionally, the department faculty met twice annually to aggressively review assessment data. This practice was put in place 2013 until 2014. No data is available to support the practice from 2014-2016. However, faculty have determined various programmatic needs stemming from assessment discussions in monthly department meetings during that time.

One such example is the creation of COMM 103. This editing course resulted from several rounds of data indicating that students in the various television courses (162, 360, and 462) were lacking appropriate technology skills (editing). The course ran for the first time spring 2016. Data on the success of the course and its full impact is still being collected. Furthermore, the department purchased licenses for Adobe Premiere, Photoshop, Audition, and Acrobat to provide students the latest editing software in the hopes this too will increase technological skills. An additional resulting measure of assessment is reflected in the requirement for all majors to take COMM 307 Writing for Media. Writing was a weakness noted in the assessment data for students seemingly across the board. Until the most recent academic year, students could opt to take COMM 307 or 348 Scriptwriting. Following assessment review by the faculty, all majors will be required to take COMM 307 moving forward to develop writing skills in all formats (broadcasting, print, public relations, and film).

Mission Goals and Program Learning Outcomes

The mission of the Communications and Media Studies Department is to prepare students to excel in the field of communications and to meet their educational needs through innovative approaches to learning. The undergraduate degree is comprised of a core curriculum encompassing mass communications, media law, film, theatre, television, radio, journalism, public relations, and interpersonal communications which provides preparation for positions in the communications field. The Media Studies master's degree allows students to choose from production or theory-oriented track, which will prepare them for the challenges of media in the digital millennium.

The degree is comprised of a general education curriculum, the core of the major, an area of emphasis, restricted electives, and free electives.

The program has developed the following program learning outcomes.

Students successfully completing the Communications undergraduate program will be able to:

1. Evaluate communication research

2. Interpret theoretical communication concepts.

3. Create content appropriate to communication context.

4. Apply ethical considerations appropriate to communication contexts.

5. Interpret laws relevant to communication

Selected as one of West Virginia State University's Peaks of Excellence and awarded the distinction of being a Program of Excellence by the West Virginia Higher Education Policy Commission, the Communications program is designed to provide the undergraduate student with

competencies in such areas as mass communications, digital media, web design, radio and television broadcasting, film and video production, theatre, journalism and public relations.

Eligible majors participate in a capstone internship intended to give them the opportunity to apply theories and skills in a professional communications setting. Communications graduates should be able to think critically; listen with a comprehending ear; write and speak with clarity, style and a personal voice; and make connections that go beyond the classroom experience.

Graduates are employed as video artists, web page designers, animators, filmmakers, video producers, television directors, production assistants, curators, educators, sound engineers, project managers, production designers, artistic/creative directors of arts organizations, radio broadcasters, photographers, teachers and lecturers, digital imaging specialists and as creative consultants to the many industries serviced by the media arts.

Bachelor of Science in Communications
120 hours required for graduation

General Education – 35-40 Hours

Major - 34 Hours
COMM 101, 103, 140, 162, 170, 205, 241, 261, 400, 461; and 307

Math Requirement
MATH 111

Area of Emphasis - 18 Hours
Choose 18 credit hours from one option; one course must be 300 or 400 level

Journalism/Writing
COMM 195, 225, 227, 326, 340, 348, 462; ENGL 303, 304, 429

Visual Media
ART 101, 209, 217, 252, 310, 352, 452; COMM 227, 285, 340, 343, 348, 382, 446
Theatre
COMM 106, 171, 175, 206, 270, 340, 348, 370, 470, 475; ENGL 315, 415

Broadcasting
COMM 106, 111, 262, 270, 340, 343, 348, 360, 362, 382, 462

Film
COMM 145, 175, 240, 245, 270, 340, 341, 343, 345, 348, 370, 382; ENGL 346

Public Relations
ART 217 (required), 252; COMM 105, 225, 227, 305, 340, 348, 370, 405; ENGL 429; PSYC 151

Restricted Electives - 9 Hours
Any three additional courses from the previous area of emphasis list.

Free Electives
To bring total to 120 hours

Minors

Communications: Broadcasting/Film - 15 Hours
COMM 101, 140; 162 or 241 or 261; 307 or 348; 145 or
240 or 245

Communications: Journalism/Public Relations - 15 Hours
COMM 101, 205; 225 or 307; 405 or 227 or 326; ENGL
429

Certificates of Completion in Communications

Broadcasting - 18 Hours
COMM 106, 162; 261; 307; 360; 462

Digital Media - 18 Hours
COMM 285; 340; 382; 461; 409; ART 217

Film - 18 Hours
COMM 140; 241; 341; 345; 348; 382

Interpersonal and Group Communications - 15 Hours
COMM 100; 106; 270; 301; 409

Theatre - 15 Hours
COMM 170; 175; 270; 370; 470

Public Relations - 18 Hours
COMM 205; 305; 307; 405; ART 217; ENGL 429

Regents Bachelor of Arts Areas of Emphasis

Broadcasting - 15 Hours
COMM 307; 343; 360; 362; 382; 462

Film - 15 Hours
COMM 341; 343; 345; 370; 382; ENGL 346

Journalism/Writing - 15 Hours
COMM ENGL 303; 304; 326 (or COMM 326); 419;
COMM 462

Public Relations - 15 Hours
COMM 3305; 405; ART 217; BA 301; 405; ENGL 429

Assessment Methods

(The PLO map is on file with the University Assessment office and the Communications Chair and secretary's office.)

Program learning outcomes are linked to the Program and University missions. In addition, PLOs are shaped by industry criteria (including input from an external advisory committee) and set to measure the highest academic standards reflecting those criteria. Assessment is measured through the use of program learning outcomes mapping and a system of direct assessments utilizing rubrics and indirect methods when applicable (i.e. exit survey documents). See Appendix II for sample rubric and exit survey.

Data Collection
The program learning outcomes and mapping process was initially completed by the Chair and faculty of the Communications Department during the 2012-13 academic year. Development of assessment instruments also began at that time. Due to the changes in university assessment standards, these initial efforts have seen multiple revisions. As a result, data collection and data interpretation varies.

Assessment Analysis
The utilization of program learning outcomes via the use of the program learning outcome map and rubrics (and exit surveys when applicable) provide the department access to performance measurements.
The Chair of the department was pinpointed as the assessment coordinator. Faculty assess within their courses according to the assessment map and report their findings to the Chair each term. The Chair is then able to track the success of key assessment pieces and student progress in a linear fashion. Over time, the assessment data show if assessment processes and student outcomes are meeting program level goals. Such data may have implications for future course development, staffing needs, and budgeting pertinent to meeting the goals established by the program and institutional missions.

Continuous Improvement Process
While the assessment process for the Bachelor of Science in Communication program has been ongoing for three years, it is still in the early stages due to changing administrative expectations and departmental administrative changes. The program learning outcomes were developed during the fall 2013 and have undergone periodic review. An overall five year strategic plan has been developed for 2016-2021. A departmental assessment meeting is tentatively scheduled for October 2016 and the goal of this meeting is to work to streamline the assessment process in conjunction with recommendations from the university assessment office. A five year assessment plan will be

developed to improve data collection and reporting, again under the direction of the university assessment director.

Department of Communications Curriculum Map by PLOs

Courses	PLO #1	PLO #2	PLO #3	PLO#4	PLO#5	Level K= Knowledge A= Application S= Synthesis	Date and Nature of Assignment *(Please provide a copy of the assignment)*
COMM 101* **Intro to Mass Comm**	X			X	X	K only	
(-162* **TVproduction Direction**			X			K	
(-205* **Intro Pub Relations**		X	X			K	
(-225 **Journalism I**			X	X		K only	
(-270 Theory of Acting		X				K	
(-241* **Filmmaking**			X			K	
(-305 Comm Research	X	X				A only	
(-307* **Writing for Media**	X		X		X	A only	
(-340* **New Media**				X		A	
(-341* **Advanced Filmmaking**			X			S	
C---343* **Animation**			X			A	
(-348* **Scriptwriting**				X		A	
(-360* **Advanced TV I**			X			A	
(-405* **Advanced Pub Relations**	X		X			S only	
(-461* **Media Law**			X	X		S only	
(-462* **Advanced TV II**				X		S	
(-400 Advanced Internship/ Capstone	X		X			S	

VIII. **Data on student placement (for example, number of students employed in positions related to the field of study, pursuing advanced degrees and training):**

Since the program review period, the Communications department has graduated 61 majors and reflects the following employment data:

- Position in the communications field: 17
- Position outside the communications field: 10
- Graduate school: 2
- Not applicable/no data: 36

IX. **Final recommendations approved by governing board:**

Appendix I
Sample Value Rubric for Communications 100
General Education Assessment Fall 2016

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Appendix II
Sample Rubric for Communications 462
and Sample Exit Survey Data

Comm. 462 News Package Rubric	Mastery (4)	Accomplished (3)	Developing (2)	Beginning (1)	NA (0)
Content WV-WVSU-CD-3.1 WV-WVSU-GV.4	Writing and video reflect topic. Ideas are presented clearly, concisely. Material is supported through additional anchor scripts when appropriate.	At least 75% of the time writing and video reflect topic. Ideas are presented clearly, concisely. Material is supported through additional anchor scripts when appropriate.	At least 50% of the time writing and video reflect topic. Ideas are presented clearly, concisely. Material is supported through additional anchor scripts when appropriate.	At least 25% of the time writing and video reflect topic. Ideas are presented clearly, concisely. Material is supported through additional anchor scripts when appropriate.	Elements are not up to standard consistent with a passing grade.
Spelling/Grammar WV-WVSU-CD-3.1	Grammar, sentence structure, etc. reflect media style of writing.	At least 75% of story is uses correct broadcast format	At least 50% of story is uses correct broadcast format	At least 25% of story is uses correct broadcast format	Elements are not up to standard consistent with a passing grade.
Relevancy WV-WVSU-CD-3.1 WV-WVSU-GV.3	Story is relevant to campus, community or students.	At least 75% of the time the story is relevant to campus, community or students.	At least 50% of the time the story is relevant to campus, community or students.	At least 25% of the time the story is relevant to campus, community or students.	Elements are not up to standard consistent with a passing grade.

Technique			At least 50% of the time technique reflects proper editing, shooting, and VO when appropriate.	At least 25% of the time technique reflects proper editing, shooting, and VO when appropriate.	Elements are not up to standard consistent with a passing grade.
WV-WVSU-CD-3.1	Technique reflects proper editing, shooting, and VO when appropriate.	At least 75% of the time technique reflects proper editing, shooting, and VO when appropriate.			
Timing	Project meets time requirements for assignment.	At least 75% of the time the project meets time requirements for assignment.	At least 50% of the time the project meets time requirements for assignment.	At least 25% of the time the project meets time requirements for assignment.	Elements are not up to standard consistent with a passing grade.

Communications Department Coding

WV-WVSU-CD-3.1. Create content appropriate to communication context.

DEPARTMENT OF COMMUNICATIONS SURVEY OF GRADUATING SENIORS
(With Selected Responses)

All information in this survey will be kept in strict confidence and reported anonymously. Results will not be released, until after your degree has been awarded.

Graduating semester (please check the correct response):

Fall_____   Spring_____

What is your cumulative GPA _____

Did you transfer to WVSU from another institution?   *Yes 50%   No 50%

      **If you were a transfer student, from which institution? _____

      **How many credits did you transfer? _____

As far as you know at this time, what are your educational/career plans?
"I would like to use the education I received to get a job in some part of the business aspect of the Communications field."

Please comment on the quality of assistance from your department and the university in you seeking a job or admission into a graduate/professional school.
"I have received help in searching for a job, but as my time at State wanes I would like more assistance trying to get a career started."

The preparation I received in the lower division courses in my major department was adequate for my success in upper division major courses.
- Not Applicable
- Strongly Agree   50%
- Agree   50%
- Disagree Somewhat
- Strongly Disagree

I found the material in the courses in my major department to be intellectually challenging and stimulating.
- Not Applicable
- Strongly Agree   75%
- Agree   25%
- Disagree Somewhat
- Strongly Disagree

In general the quality of teaching in my major department was adequate to enable me to learn the material.
- Not Applicable
- Strongly Agree   100%
- Agree
- Disagree Somewhat
- Strongly Disagree

Comments on course material required for your major:
"It made me work and think harder which was good because I was lazy before."

"I found that my professors adequately prepared me for the next steps in my education as I moved forward."

I found the production experiences in my major to be useful for developing an understanding of my field.
- o   Not Applicable
- o   Strongly Agree   50%
- o   Agree   50%
- o   Disagree Somewhat
- o   Strongly Disagree

The equipment needed for an education in my major was available.
- □   Not Applicable
- □   Strongly Agree   25%
- □   Agree   50%
- □   Disagree Somewhat   25%
- □   Strongly Disagree

Comments on production experiences in your major:
"Enjoyable."
"Although not my strong suit, my professors did a great job of working with me to make sure I understood what we were going over."

The classroom and learning facilities were adequate for my needs.
- o   Not Applicable
- o   Strongly Agree   25%
- o   Agree   75%
- o   Disagree Somewhat
- o   Strongly Disagree

The quality of advising I received in my department was adequate.
- o   Not Applicable
- o   Strongly Agree   50%
- o   Agree   50%
- o   Disagree Somewhat
- o   Strongly Disagree

Comments on advising:

"Mrs. Marrash-Minnerly has been advising me since 2011 and she was amazing. I was also advised by Mrs. Shafer and Dr. Ziyati and they were wonderful too."

"Make internship 120 hours."

"Throughout my college experience here at WVSU advising for me was always a task. When I started here in 2009 as a Biology Pre-Med major I didn't receive any assistance with advising. I basically left to figure it out for myself. After switching over into the Communications department, I received a little more guidance with advising although I was tossed back and forth between two different advisors."

Through Advanced TV Production/Direction I and II (Comm 380 & Comm 462) I have learned a great deal about what it takes to produce a show. From filming and editing packages to working in a control

room. These classes have been a very positive influence on my education and experiences.

I found all of my advisors beneficial in choosing the classes that would best help me.

There was enough flexibility in my major for me to achieve my personal educational objectives.
- Not Applicable
- Strongly Agree   25%
- Agree   75%
- Disagree Somewhat
- Strongly Disagree

Please comment on changes would you recommend in the program/courses required for your major?
"I would have a slightly more clear outline of courses for a student's area of interest within the major."
List the courses you have taken in your department you feel were most valuable to you. *Please list course names and numbers, as well as your reasons.
"Media Law, Advanced Public Relations, Writing for Business, etc. I don't recall the course numbers. But I loved every second I was in those classes. I know I was assigned work, but it didn't feel like work. That's how I knew being a communications major was the right choice."
"Broadcast Management, Audio Production, Writing for the Media. These classes were the ones I felt like I took the most away from concerning the career path I see myself taking. (Not sure of the course numbers)"

List the courses you have taken outside of your major you feel were most valuable to you. *Please list course names and numbers, as well as your reasons.
"All of my English classes were extremely beneficial to me, considering I intend on using my grammar and writing abilities a lot in the future. Journalism was extremely helpful for the same reason."
"Expository Writing, I think it was English 303 with Dr. Robert Wallace. I love that man. I truly do. He's a wonderful teacher, has a kind voice and he won my respect. I was never told to write what I feel before and in his class, I did and I overcame a lot of fear because what I wrote about wasn't always pleasant."

List the courses you have taken in your department you feel were least valuable to you. *Please list course names and numbers, as well as your reasons.
"I didn't feel that I got as much out of filmmaking or film appreciation as some others might have who are more interested in that career path."

List the courses you have taken outside of your major you feel were least valuable to you. Please list course names and numbers, as well as your reasons.
"I was not fond of my math or foreign language classes. I don't think they will be of much use to me in the future."

List the faculty in your department who have positively affected your educational experience and those qualities you feel were responsible for that positive experience. *Please list faculty names and their outstanding qualities.
"Sherri Shafer - Whenever I was in doubt or needed any help in my department Sherri was always there for me. She helped me advise for several semesters and helped push me in the right direction. It was nice to know that there was someone I could always count on."

"Josh Martin - He is such a positive person and that carried through into his class room. His classes were always very engaging and pushed me to work to my full potential. He taught me that it's okay to do bad work, it's a problem if your bad work doesn't improve. He's easy going and I never had an issue whenever I would need help or advice with my work."

"Dr. Tee Ford-Ahmed - I love her determination. If it wasn't for her showing me the ropes, I wouldn't be a communications major today."

"Dr. Ali Ziyati - Every time I brought up something (or anything really) that involved multicultural things or honor societies, he had my back. I like that. I like saying something and someone else agreeing with it for once. It's nice."

"Sherri Shafer- Leadership, overall knowledge."

"Kim Cobb- Excellent knowledge of subjects, very friendly."

"Dave Brock- Extremely personable and presents material very well."

List the faculty in your department who have negatively affected your educational experience and those qualities you feel were responsible for that negative experience. *Please list faculty names and their negative qualities.
"I can safely say that I didn't have a particularly bad experience with any of the professors in my department."

Please provide any additional comments and observations about your educational experience at West Virginia State University that you would care to make:
"Overall, I have had a very positive experience at WVSU. I have made life time friends and have received life experience that has molded me into a better person."

"Fantastic education!"

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WEST VIRGINIA STATE
U N I V E R S I T Y
1891

Program Review Follow Up Report

X. **Name and degree level of program:** Master of Arts in Media Studies

XI. **Summary of significant findings, including findings of external reviewer(s).**

Institutional findings: The Program Review Committee recommends the Master of Arts in Media Studies be continued at current level of activity.

Some of the strengths of the program include:

The Program Review Committee commends the Master of Arts in Media Studies program for its highly qualified faculty and the high quality education they provide for their students. The program has implemented the suggestions from the previous Program Review and demonstrates strong commitment to the university mission. The Media Studies MA is a diverse program that attracts students from national and international locations to WVSU. The program enrollment has remained steady during the review period and the number of graduates has increased.

The area in which the program needs specific action is student assessment. While they have developed an assessment plan, what data is presented does not demonstrate consistent collection of student data or achievement of the program outcomes. The Committee recommends a formal Follow-Up/Progress Report on program assessment including data collection instruments, data collected, and analysis of the data collected due December 1, 2016.

XII. Plans for program improvement, including timeline for implementation:

2016-2021
Media Studies Program Five Year Plan (Pursuant to Funding & Administrative Support)

Goal	Method	Measurement
Increase Program Enrollment/Recruitment	Recruitment Initiatives- locally, nationally, and abroad Promote accessibility to faculty & staff Webpage redesign of campus site/Social Media	Overall number of FTEs Student evals
Promote Retention	Continue to provide research/presentation opportunities Promote and grow student orgs Training in andragogy for teaching assistants	Student evals, exit surveys Graduation rate
Promote Graduate Education	Develop & distribute promotional materials Review & update graduate curriculum	Exit surveys, FTEs, curriculum adaptation
Curriculum Review	Faculty retreat, review and overhaul course offerings in response to external committee feedback and industry needs	Adaptation of courses, increased program tracks
Policy Development	Course rotation, overall thesis requirements, review entrance exams, advising, program requirements	Improved procedures (thesis, entrance, advising and registration)
Remain Current in Technology & Software	Review equipment & software inventory Identify equipment and software needs Prioritize equipment & software purchases Advisory Committee	Advisory Committee input Equipment purchases
Integrated Media Plan	Develop integrated media plan in conjunction with undergraduate program	Integrated Media Model fully up and running
Ongoing Assessment	Review assessment plan/ outcomes, reporting, and procedures	Faculty Part., Program Review, Reporting

Adequately Staff courses and technology needs	Petition administration for more faculty and staff lines Continue to develop adjunct pool	Sufficient faculty to teach courses, staff to manage equipment room and facilities

XIII. Identification of weaknesses/deficiencies from the program previous review and the status of improvements implemented or accomplished (include dates of completion):

Previous Reviews and Corrective Actions

During the last Program Review, the reviewers cited one deficiency which concerned program assessment. The following narrative is a listing of the corrective actions that have taken place since the last Master of Arts in Media Studies Program Review.

Previous program review findings cited a lack of consistent data collection and analysis. Faculty have been collecting data to be stored and reviewed by the program Chair who was designated as the program assessment coordinator. Data assessments were filed for 2014-15 and 2015-16, but the reports were copied. No additional information has been forthcoming concerning data analysis despite multiple requests for information at various levels university-wide.

The department has recently undergone an administration change and the lack of assessment analysis and reporting has been noted and included in the program strategic plan moving forward. The new Chair has met with the university assessment coordinator and the Media Studies Coordinator on multiple occasions to strategize and coordinate assessment initiatives. Future efforts include streamlining the assessment process, as well as building a five year assessment cycle. Target completion for this process will be December 2016.

Despite the challenges facing the program, faculty and students remain active in research and creative projects. For example, during AY 2015-16, students alone were involved in the following activities:

- Wendy (Shamblin) Taylor and James Taylor- Worked on the Stephen King Project, presented at the Healthy Life Conference for the University of Sharjah, and taught COMM 100 on campus and off campus as part of the early enrollment initiative at local high schools.

- Scotty White and Ikram Benaichia worked for WVPB-WVSU Diversity Fellowship Program.

- Ikram Benaichia won a national award while working with WVPB for her West Virginia's Syrian Story.

- Brooke Lewis won a first place award at the NBS National conference in Los Angeles, California for her trailer "Fools Cool". She also and taught COMM 100 on campus and off campus as part of the early enrollment initiative at local high schools.

XIV. Five year trend data on graduates and majors enrolled:

	Fall 2013	**Spring 2014**	**Fall 2014**	**Spring 2015**	**Fall 2015**	**Spring 2016**	**Fall 2016**
MS	24	23	18	14	15	9	12

XV. Program Graduates

2013-2016

	2013-2014	**2014-2015**	**2015-2016**
FALL	1	4	1
SPRING	2	2	2
TOTAL	3	6	3

XVI. Summary of assessment model and how results are used for continuous program improvement:

Student Outcome Assessment Plan

Assessment for the Master of Arts in Media Studies program has been conducted through the use of a detailed assessment map and established rubrics. A sampling of writing assignments, research projects, presentations, exams, and productions are utilized as key assessment points at varying levels throughout a student's course of study. These methods have been in place since 2012 and have undergone periodic review both at the administrative level and department level. (Sample rubrics and surveys are available upon request.)

Individual faculty members were responsible for collecting data. Rubrics have been designed for each assignment, which were carefully selected to best measure overall proficiency based on program learning outcomes. Rubrics were applied and data was reported directly to the department Chair.

Faculty were specifically requested to submit

- The actual assessment tool used for assessing PLO 's
- Data from assessment
- Data collected and actual rubric used to assess PLO's
- Individual faculty's analysis of data and recommendations

Use of Assessment Data: Learning-Teaching-Curriculum

Traditionally, the department faculty met twice annually to aggressively review assessment data for both the undergraduate and graduate programs. This practice was put in place 2013 until 2014. No data is available to support the practice from 2014-2016. However, faculty have determined various programmatic needs stemming from assessment discussions in monthly department meetings during that time.

Resulting changes derived from assessment data throughout the 2014-16 time period include:

- **Writing ability continued to be an issue when assessing student outcomes in this area.** The need to restructure all Graduate courses to include writing assignments was found to be a potential solution for this issue. Faculty were encouraged to consider other ways in which specific writing exercises could be required in their courses, and to find every opportunity in every course to include exercises that strengthen and enhance writing skills.

- **MS 501: Graduate Research and Writing-** As a further response to writing issues, this course is now a required course for all graduate students.

- **MS 501: Scriptwriting:** Moved to the Film Area of Emphasis.

- **MS 570: Theories of Visual Communication:** Was dropped from the curriculum due to being outdated and not taught in a few years.

- **MS 675: Seminar (1-3 Hours):** Was dropped from the curriculum due to being outdated and replaced by **Seminar in Media Studies (MS 670).**

- **MS 676: Seminar (1-3 Hours):** Was dropped from the curriculum due to being outdated.

- **MS 695: Media Systems management:** Suggested name change: **Integrated Media Management** (this class would also be cross-listed with **Comm. 395 XXXXX**). Course no longer serves as the capstone. The capstone is now considered the thesis.

Mission Goals and Program Learning Outcomes

The mission of the Communications and Media Studies Department is to prepare students to excel in the field of communications and to meet their educational needs through innovative approaches to learning. The undergraduate degree is comprised of a core curriculum encompassing mass communications, media law, film, theatre, television, radio, journalism, public relations, and interpersonal communications which provides preparation for positions in the communications field. The Media Studies master's degree allows students to choose from production or theory-oriented track, which will prepare them for the challenges of media in the digital millennium.

The degree is comprised of foundational core curriculum, advanced core, an area of concentration, electives, and thesis hours.

The program has developed the following program learning outcomes.

Students successfully completing the Media Studies graduate program will be able to:

1. General Critical Analysis in media scholarship
2. Interpret script formats into professional quality digital media productions
3. Apply legal and ethical principles to media projects

The Master of Arts in Media Studies program is an integrated, interdisciplinary program intended for students with a traditional undergraduate education and some experience in communication and digital media. Students graduating with this degree, which is unique in West Virginia, are ideally suited to take advantage of the expanding job possibilities in graphic design, digital video production, interactive media and multimedia production, electronic publishing, and online information services. Media studies graduates are prepared for careers as communication experts in such venues as commerce and industry, education and entertainment, government, and the not-for-profit sector. Graduates are also prepared to continue their graduate work toward a doctoral degree. Students will graduate with design, technical, and critical skills and will be well-equipped to address the many challenges faced by corporations, small businesses, government agencies, non-profit organizations, and educational institutions as they venture into the digital millennium.

Master of Arts in Media Studies
36 hours required for graduation

Foundation Core Requirements

Nine hours. MS 500 (Digital Storytelling), MS 503 (Mass Communication Theory), MS 502 (Graduate Research and Writing)
Advanced Core Requirements
Six hours. Choose 1 (one) three-hour course at the 600 level from each of the two program concentrations (Digital Media, Media Theory & Criticism)

Concentration
Nine hours. Students choose three courses in one approved area of concentration. Six hours can be independent studies/directed research or readings courses.

Electives
Three hours. Any 500- or 600-level course.

Thesis/Project Requirement
Six hours. The thesis or project requirement requires students to conduct and complete independent research that is relevant to the theoretical issues and topics covered in the M.A. program and demonstrate familiarity with, and skill in, applying appropriate research methods. Alternatively, students can choose to complete a comprehensive media project, which may, for example, be relevant to their employment (e.g. as videographers, teachers, media specialists) as well as a detailed written evaluative report demonstrating its relevance to the program.

Concentration Options:
Digital Media
Choose three3 courses from MS 510, 541, 543, 548, 560, 565, 600, 610, 630, 640, or 660.

Media Theory & Criticism
Choose three courses from MS 505, 515, 561, 635, 645 or 655.
Thesis/Project Requirement
Six hours. The thesis or project requires students to conduct and complete independent research to the theoretical issues and topics covered in the M.A. program and demonstrates familiarity with, and skill in, applying appropriate research methods. Alternately, students can choose to complete a comprehensive media project, which may, for example, be relevant to their employment (e.g. as videographers, teachers, media specialists) as well as a detailed written evaluative report demonstrating its relevance to the program.

Assessment Methods

(The PLO map is on file with the University Assessment office and the Communications Chair and secretary's office.)

Assessment is measured through the use of a program learning outcome mapping and a system of direct assessments utilizing rubrics.

Data Collection
The program learning outcomes and mapping process was initially completed by the full faculty of the Communications and Media Studies Department during the 2012-13 academic year. Development of assessment instruments also began at that time. Due to the changes in university assessment standards, these initial efforts have seen multiple revisions. As a result, data collection and data interpretation varies.

Assessment Analysis
The utilization of program learning outcomes through the use of the program learning outcome map and rubrics provide the department access to performance measurements.

Initially, the program Coordinator was appointed as the assessment coordinator for Media Studies. This duty has most recently fallen to the Chair of the department. Within the next year, assessment will return to the program Coordinator, however, this process will be facilitated by the new Chair (appointed June 2016) allowing the Coordinator time for assessment training. Additionally, this interval will allow for internal program review, possible restructuring, outcome and assessment review.

Currently, faculty assess within the designated courses according to the assessment map and report their findings to the Chair each term. The Chair is then able to track the success of key assessment pieces and student progress in a linear fashion. Over time, the assessment data show if assessment processes and student outcomes are meeting program level goals. Such data may have implications for future course development, staffing needs, and budgeting pertinent to meeting the goals established by the program and institutional missions.

Continuous Improvement Process
While the assessment process for the Master of Arts in Media Studies program has been ongoing for three years, it is still in the early stages due to changing administrative expectations and departmental administrative changes. The program learning outcomes were developed during the fall 2013 and have undergone periodic review. An overall five year strategic plan has been developed for 2016-2021 which includes a focused evaluation of curriculum, outcomes, and assessment. A departmental assessment meeting is tentatively scheduled for November 2016 and the goal of this meeting is to work to streamline the assessment process in conjunction with recommendations from the university assessment office. A five year assessment plan will be developed to improve data collection and reporting, again under the direction of the university assessment director.

Master of Arts in Media Studies Curriculum Map by PLOs

Media Studies Graduate Program Curriculum Map
by Program Level Outcomes (PLO's)

Course	PLO(s) covered	PLO(s) assessed	Assessment	
			What	Where in program
MS 500	2,3	2	Media design project	Semester 1
MS 501	1	1	Analysis paper	Semester 1
MS 502	1	1	Literature review	Semester 1
MS 505	1	1	Research paper	Semester 2 or 3
MS 510	2	1	Graphic design project	Semester 2 or 3
MS 515	1,3	2	PR campaign evaluation	Semester 2 or 3
MS 525	1	1	Theoretical paper	Semester 2 or 3
MS 541	2, 3	2	Video project	Semester 2 or 3
MS 543	1, 2, 3	3	Exam	Semester 2 or 3
MS 545	2, 3	2	Script	Semester 2 or 3
MS 561	1	1	Analytical paper	Semester 2 or 3
MS 565	1	1	Analytical paper	Semester 3 or 4
MS 570	1	1	Analytical paper	Semester 3 or 4
MS 600	2,3	2	3D Video design project	Semester 2, 3 or 4
MS 635	1	1	Research analytical paper	Semester 2, 3 or 4
MS 640	2,3	2	Interactive media project	Semester 2, 3 or 4
MS 645	1, 3	2	Research paper lecture	Semester 2, 3 or 4
MS 670	1	1	Research presentation	Semester 3 or 4
MS 675-676	Various			
MS 677-678	Various			
MS 695	All	3	Research paper project	Semester 3 or 4
MS 696	All	3	Master's project	Final semester
MS 697	All	3	Master's project	Final semester
MS 698-699	All	3	Master's thesis	Final semester

Media Studies Program Level Outcomes

1. General Critical Analysis in media scholarship
2. Interpret script formats into professional quality digital media productions
3. Apply legal and ethical principles to media projects.

XVII. Data on student placement (for example, number of students employed in positions related to the field of study, pursuing advanced degrees and training):

Since the program review period, the Media Studies program has graduated 9 majors and reflects the following employment data:

- Position in the communications field: 2
- Position outside the communications field: 5
- Graduate school: 2

XVIII. Final recommendations approved by governing board: