



Department of Communications
College of Arts and Sciences
Bowie State University

**Assessment Plan for
Student Learning Outcomes
B.A., B.S. Communications
2019-2024**

MISSION

Bowie State University's Department of Communications' mission is to educate, mentor, and prepare students of diverse cultural backgrounds for successful careers in traditional and new media fields, including broadcast journalism, public relations, print journalism, emerging media, and graduate studies in organizational communications. We enhance students' analytical and critical thinking skills, leadership abilities, and oral and written communications skills that are mandatory in order to meet the challenges of a global society. The Department extends its mission to the entire student population through its oral communications and public speaking courses as part of Bowie State University's general education requirements.

The Department of Communications draws upon the rich history of Historically Black Colleges and Universities (HBCU) to foster minority contributions in professional communications. Our faculty members have professional experience in communications and are engaged in cutting edge, innovative and scholarly research that enhances their teaching in the classroom.

Bowie State University is strategically positioned in the Washington-Baltimore corridor, which allows the Department to draw upon a rich resource of professional and academic expertise. We engage students by providing opportunities for them to achieve the highest level of excellence in professional communications.

GOALS

1. To provide education in the various fields of communications that will produce graduates capable of assuming leadership roles in their respective fields of study.
2. To produce well-informed individuals who are able to cope with rapid social and technological changes within our society and to access information, evaluate it critically, and codify it into effective messages for various audiences.
3. To provide continuing education for professional development and personal enrichment of practicing professionals.
4. To provide education that will prepare students to seek additional graduate learning or certification in professional communications. Though each concentration focuses on different aspects of communications, every graduate leaves the undergraduate program with real-world experience and the deep understanding of core concepts that employers require. Successful students will:
 - Demonstrate mastery of oral and written communication skills, including public speaking, editing and copywriting.
 - Demonstrate the ability to analyze and organize information into effective messages for specific audiences.
 - Demonstrate the ability to recognize and adapt to technological shifts in the way the public accesses information.
 - Articulate an understanding of the power of mass media and its influence on society.

DESCRIPTION OF THE DEPARTMENT

The Department curricula lead to a BA/BS degree in Communications with concentrations in Broadcast Journalism, Emerging Media, Print Journalism, and Public Relations. Majors must earn a grade of “C” or better in all required communications courses, as well as all courses in the student’s chosen minor. Students who wish to earn a BA degree are required to complete 12 semester hours in a foreign language in addition to other requirements. To earn a BA/BS degree in Communications, the student must successfully complete a minimum of 120 semester hours.

Undergraduate programs within the Department prepare students for entry into the communications professions and for subsequent graduate or advanced study. From on-air personalities to public relations executives to major metropolitan print journalists, Bowie State University graduates have found success in a variety of exciting fields. With a bachelor’s degree in Communications, your career options include, but aren’t limited to:

- Advertising account executive
- Broadcaster
- Copywriter
- Communication director
- Editor
- Event promoter
- Journalist
- Market research analyst

- Media buyer
- Media planner
- News analyst
- News director
- Press secretary
- Producer
- Public relations manager
- Publicist
- Radio programming director
- Reporter
- Social media coordinator
- Speechwriter
- Sportscaster
- Television host
- Videographer
- Web content specialist

STUDENT LEARNING OUTCOMES

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply tools and technologies appropriate for the communications professions in which they work.

MEASURES OF UNDERGRADUATE STUDENT LEARNING

In keeping with ACEJMC standards and best practices, the undergraduate program uses both direct and indirect course-, program- and institution-level assessment measures:

	Direct Measures	Indirect Measures
Course	<ul style="list-style-type: none"> • Course and homework assignments • Exams, tests and quizzes • Research papers and reports • Class discussion participation • Rubrics for writing, oral presentations, and creative works • Pre- and post-tests • Public Relations Plans • Multimedia Projects 	<ul style="list-style-type: none"> • Student course evaluations • Mid-term and final exam reviews and sample tests • Number of student hours spent on internship • Communications professionals' feedback during and following class visits
Program	<ul style="list-style-type: none"> • Capstone projects (Strategic Public Relations, Advanced Newswriting, Metro Lab News, Digital Radio Production, Digital Publicity Techniques) • Student conference presentations and poster sessions • Internship Supervisor Surveys • Internship Student Surveys • Internship Agreement Form (placement, hours, tasks) 	<ul style="list-style-type: none"> • Registration and course enrollment information • Department or program external review reports • External reviewers
Institutional	<ul style="list-style-type: none"> • Self-reflections on what students have learned related to institutional-level communications service-learning programs such as: <ul style="list-style-type: none"> • BSU-TV • WBSU Bulldog Radio • PRSSA • SPR Group • Spectrum Online Newspaper • FLOW Student Magazine 	<ul style="list-style-type: none"> • Annual reports that include recruitment, retention and graduation rates information • Faculty interaction with prospective and current students at: <ul style="list-style-type: none"> • Open House • Graduate Open House • Transfer Student Sessions • Exploring Majors Fair

ASSESSMENT PLAN FOR STUDENT LEARNING OUTCOMES 2019-2024

As the Department of Communications embarks on the next five years, its primary goal is to earn accreditation for its undergraduate program from the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). To achieve this goal, faculty will focus their efforts on (1) aligning the department's curriculum to ACEJMC student learning outcomes and (2) strengthening its direct and indirect assessment measures at the course, program and institutional levels to ensure effective teaching and learning. This goal is aligned with the department's current mission and goals as well as with Bowie State University's three strategic priorities: Academic Excellence, Student Success and Viability of the University.

(1): Align Curriculum to ACEJMC Student Learning Outcomes

Objectives:

- Review all syllabi to ensure a clear presentation of course ACEJMC student learning outcomes and learning objectives.
- Combine Media Ethics and Broadcast Law Administration and Policy courses into a single course.
- Develop new courses that address advances in the field.
- Develop a common syllabus for Oral Communications and Public Speaking.
- Develop a pre-internship course as a prerequisite for COMM 438 Internship and Seminar.
- Review communications undergraduate programs at other institutions to remain competitive and relevant.
- Review and adopt new production technology and teaching technology.

(2) Strengthen Direct and Indirect Assessment Measures

Objectives:

- Develop rubrics for course-level homework assignments, multimedia projects, television projects, radio projects, video editing projects, news and feature articles and portfolios. (DIRECT)
- Develop pre- and post- tests for Communications core curriculum: Oral Communications, Public Speaking, Introduction to Mass Communications, Media Ethics, and Communications Law (DIRECT)
- Review and adopt assessment software programs (DIRECT and INDIRECT)
- Assess number of student hour spent on homework (INDIRECT)
- Assess number of student hours spent at intellectual or cultural activities related to a course (INDIRECT)
- Set up focus groups interviews with students, faculty and/or internship supervisors to close "professional" perception gap (INDIRECT).
- Develop alumni surveys (INDIRECT).
- Develop student perception surveys (INDIRECT).
- Assess the proportion of 300- and 400-level courses compared to other institutions (INDIRECT).
- Collect graduate school placement rates at Bowie State and other institutions (INDIRECT).
- Review student transcripts to determine patterns and trends in course selection and grading (INDIRECT).

2019-2024 Five-Year Estimated Timeline

YEAR 1	Task	Responsible Party
	<ul style="list-style-type: none"> Review all syllabi to ensure a clear presentation of course ACEJMC Student Learning Outcomes and Learning Objectives. Combine Media Ethics and Broadcast Law Administration and Policy courses into a single course. Develop a common syllabus for Oral Communications and Public Speaking. Develop a pre-internship course as a prerequisite for COMM 438 Internship and Seminar. 	<ul style="list-style-type: none"> All Faculty Ellis Krishnasamy, Dunn-Square Daniel
YEAR 2	Task	Responsible Party
	<ul style="list-style-type: none"> Review of communications undergraduate programs at other institutions to remain competitive and relevant. Develop new courses that address new advances in the field. Review and adopt new production technology and teaching technology. 	<ul style="list-style-type: none"> Haynes All Faculty Thomas, Dunn-Square
YEAR 3	Task	Responsible Party
	<ul style="list-style-type: none"> Develop rubrics for course-level homework assignments, multimedia projects, television projects, radio projects, video editing projects, news and feature articles and portfolios. (DIRECT) Develop pre- and post- tests for Communications core curriculum: Oral Communications, Public Speaking, Introduction to Mass Communications, Media Ethics, and Communications Law (DIRECT). Review and adopt assessment software programs (DIRECT and INDIRECT). 	<ul style="list-style-type: none"> All Faculty All Faculty Haynes, Daniel
YEAR 4	Task	Responsible Party
	<ul style="list-style-type: none"> Assess number of student hour spent on homework (INDIRECT) Assess number of student hours spent at intellectual or cultural activities related to a course (INDIRECT). Set up focus groups interviews with students, faculty and/or internship supervisors to close “professional” perception gap. Develop alumni surveys (INDIRECT). Develop student perception surveys (INDIRECT). 	<ul style="list-style-type: none"> Onuzulike Ellis Thomas, Dunn-Square, Daniel Haynes, Daniel Daniel, Thomas
YEAR 5	Task	Responsible Party
	<ul style="list-style-type: none"> Assess the proportion of 300- and 400-level courses compared to other institutions (INDIRECT). Collect graduate school placement rates (INDIRECT). Review student transcripts to determine patterns and trends in course selection and grading. 	<ul style="list-style-type: none"> Onuzulike Krishnasamy, Cabbage, Onuzulike Haynes

