A. Centrality to institutional mission statement and planning priorities

Towson's mission and strategic plan advocates the merits of 'the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement'.[1] The offering of programs at the Towson University North-east is consistent with this objective and the facilities, services, and professionals in-situ help achieve this aspect of the institution's mission. The mission also declares to the institution capitalizing

> on its location by providing varied and distinctive opportunities for students, staff and faculty learning, leadership development, teaching, and research. It recognizes its obligation to serve at the local, regional, state, and national levels through its academic programs, applied research, and professional services. Towson University is an integral partner with the state's community college system.[2]

This proposal especially buttresses this commitment and objective through its collaboration with Harford Community College.

B. Critical and compelling regional or Statewide need as identified in the State Plan

The offering of the B.S. in Communication Studies at TUNE is consistent with both the access and success objective of the Maryland State Plan for Postsecondary Education. The articulation agreement also identified the objective of accepting students who have completed the Associate of Arts in Communication Studies and support's the plan's aspiration of 'Creating the goal and developing incentives for community college students to complete an associate's degree before transferring to a four-year institution.'[3]

Providing students with the opportunity to live and study for a four year degree in their own community also supports the plan objective of access and facilitating 'postsecondary education in

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[1] Towson University, Mission and Strategic Plan, retrieved on April 18, 2018 from https://www.towson.edu/about/mission/

[2] Ibid.

[3] Maryland Higher Education Commission, *The Maryland State Plan for Postsecondary Education: increasing student success with less debt, 2017-2021,* (Baltimore, 2017), p. 20.

Maryland maintains an ongoing commitment to ensuring equal access and opportunity for all'.[4]

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

Towson University proposes the offering of its Communication Studies program at TUNE to provide opportunities for the completion of a Bachelor of Science degree through 2+2 articulation agreements.

<u>Specific local need</u>

Harford Community College's (HCC's) English and General Studies programs provide a significant number of transfer students to Towson University's Communication Studies program. HCC launched a new major in Communication Studies that furthers this connection to TU's program and allows the transfer of five to six communication studies courses from HCC. Articulation agreements will serve to make the transfer experience seamless.

Both Harford Community College's and Towson University's core missions include the fostering of skills that emphasize effective communication, critical analysis, and the development of students who are local and global leaders. At its foundation, TU's Communication Studies major focuses on how people use messages to generate meanings within and across various contexts and is the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

<u>Job Opportunities and Market Demand</u>

Communication Studies skills apply to a variety of occupations across industries, such as Public Relations Specialists, Market Research Analysts and Marketing Specialists, Editors, and Copy Writers. Projections for 2014-2024 in the table below demonstrate the strong growth in job openings in Maryland.

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[4] Ibid., p. 11.

Table 1. U.S. Department of Labor Employment Projections – Maryland

Occupation	2014 Employment	2024 Employment	Percent Change	Projected Annual Job Openings*
Public Relations Specialists[5]	4,140	4,940	+19%	140
Market Research Analysts and Marketing Specialists[6]	9,760	13,790	+41%	540
Editors[7]	2,770	3,040	+10%	90
Copy Writers[8]	1,370	1,510	+10%	40

*Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

D. Reasonableness of program duplication

A variety of General Communication, Mass Communication, and Media Studies programs exist throughout the State of Maryland, but the Northeastern region of the State remains underserved by face-to-face or hybrid programs in these disciplines. Towson University's 2+2 program in Communication Studies will not duplicate a similar program in geographic proximity.

Table 2. Fall enrollments in similar programs

School Name	Program Name	2012	2013	2014	2015	2016
Frostburg State University	Mass Communications	177	172	163	189	180
Frostburg State University	Communication Studies	48	43	40	45	47
Salisbury University	Communication Arts	554	514	468	502	476

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[5] U.S. Department of Labor. https://www.onetonline.org/link/summary/27-3031.00. (Visited Sept 12, 2017).

[6] Ibid. https://www.onetonline.org/link/summary/27-3031.00. (Visited Sept 12, 2017).

[7] Ibid. https://www.onetonline.org/link/summary/27-3041.00. (Visited Sept 12, 2017).

[8] Ibid. https://www.onetonline.org/link/summary/27-3043.04. (Visited Sept 12, 2017).

Towson University	Mass Communication	776	722	654	644	670
Towson University	Communication Studies	343	359	360	360	378
School Name	Program Name	2012	2013	2014	2015	2016
Univ. of MD, Baltimore County	Media & Communication Studies	208	227	253	251	235
Univ. of MD, College Park	Communication	780	726	696	746	778
Univ. of MD University College	Communication Studies	909	814	754	827	879
Goucher College	Communication	66	59	47	46	39
Loyola University Maryland	Communication	379	337	334	342	332
McDaniel College	Communication	62	46	50	51	59
Mount St. Mary's University	Communications Studies	65	48	42	36	51
Notre Dame of Maryland University	Communication Arts	12	9	7	10	5
Washington Adventist University	Communication	18	13	14	41	44
Total enrollments		**4397**	**4089**	**3882**	**4090**	**4173**

E. Relevance to the identity of Historically Black Institutions (HBIs)

Towson does not anticipate the program offering at TUNE will have any impact upon the identity of HBCUs.

F. Relevance to high-demand programs at Historically Black Institutions (HBIs)

No HBCU has a communication program with the same Classification of Instructional Program (CIP) code as that at Towson; however, Bowie State University does have a Communication Media program, and Morgan State University Strategic Communication Bachelor.

Both programs differ significantly from Towson's. Bowie's offering concentrations in Broadcast Journalism, Emerging Media, Print Journalism, and Public Media,[9] while Towson's focuses upon theoretical and cultural approaches to communication and the role it plays in shaping culture and

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[9] Bowie State University website, retrieved on April, 18, 2018 from https://www.bowiestate.edu/academics-research/colleges/college-artssciences/departments/communications/undergraduate-program/

identity and analyzing the ways in which the process of meaning-making — through words, images, symbols or technology — strategically influences human judgment and actions. Third, sharpen your critical thinking abilities as you become a more ethical producer and consumer of messages.

Morgan's Strategic Communication program is focused on public relations and advocacy, including advertising and political campaigning.[10]

G. Adequacy of curriculum design and delivery to related learning outcomes

All programs are required to have a student **learning** outcomes assessment plan and are annually report upon the plan's prosecution. Appendix A details the B.S. in Communication Studies' current assessment plan and the most recent report.

Appendix B details the courses associated with the program and the Towson catalogue provides additional details on the course sequencing and program requirements.

H. Adequacy of articulation

This program is offered as a 2+2 program with Harford Community College and the articulation agreement attached as appendix C governs the transfer and articulation of credits.

I. Adequacy of faculty resources

In the program's initial offering at TUNE full-time faculty will deliver 75% of the courses associated with the program, and in the second year, as the number of course available at TUNE increases, this will change to 83% with the addition of another full-time faculty member to deliver the additional courses. Otherwise, the same faculty will deliver the program at TUNE that do so on Towson's main campus.

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[10] Morgan State University Department of Strategic Communication, retrieved on April 18, 2018 from https://www.morgan.edu/sgjc/scom

J. Adequacy of library resources

TUNE students will have access to the same institution-sponsored electronic collections and databases that students on the main campus can access, thus the library resources are adequate and appropriate for COMM students. Students conducting research in Communication Studies most often use the Communication & Mass Media Complete database, available at TUNE through the University's IT network. Towson University's Albert S. Cook Library also has procedures in place to deliver physical books and course reserves to TUNE. Library instruction for students in the major will continue to be provided either in person or virtually.

K. Adequacy of physical facilities, infrastructure and instructional equipment

Towson University North-East is equipped to fulfil its role as an off-campus location. Located on the grounds of Harford Community College, the building offers state-of-the-art classrooms, labs and educational resources. More information is available from the TUNE website, including student services and resources.

L. Adequacy of financial resources with documentation

The expenditures and resources tables below reflect the the anticipated resources and expenditures of the Department of Communication Studies rather than the cohort associated with this off-campus proposal. The program will also have access to all the shared services afforded by the TUNE Center and Harford Community College.

M. Adequacy of provisions for evaluation of program

Departments and programs at Towson engage in regular Review of Academic Departments (RAD) in accordance with USM policies; the review includes both student learning outcomes assessment

and wide programmatic and departmental effectiveness. The Communication Studies program will engage in RAD this year.

N. Consistency with the State's minority student achievement goals

Towson is resolutely committed to playing its role in securing the state's minority student achievement goals. The Center of Student Diversity as established to aid the institution in its efforts to foster inclusion, collaboration, and relationship building. The center provides academic, social, and transition support for underserved students and promotes exchange and dialogue between individuals of diverse backgrounds and lifestyles.

CSD, housed in the Division of Student Affairs, supports the access and academic success of historically under-represented groups through programs and services that enhance the student experience.

Towson's Career Center recognizes the importance of racial and ethnic diversity and is committed ourselves to providing resources for the social and professional development of our minority students.

The President, Dr. Schatzel, has publicly and prominently articulated the importance of diversity to Towson's role, purpose, and mission, including recently in an open editorial in the Baltimore Sun.[11]

Further demonstrating the institution's commitment to minority student achievement goals, Towson received a $1m grant from the Howard Higher Medical Institute to cultivate minority student achievement in STEM. Towson is one of twenty-four universities, from more than 500 applicants, selected by the Howard Hughes Medical Institute, which is committed to diversity and inclusion.[12]

O. Relationship to low productivity programs identified by the Commission

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[11] *The Baltimore Sun,* February 1, 2018, retrieved on April 18, 2018 from http://www.baltimoresun.com/news/opinion/readersrespond/bs-ed-rr-towson-diversity-letter-20180201-story.html [12] CBS Baltimore, retrieved on April 18, 2018 from http://baltimore.cbslocal.com/2017/06/08/towson-stem-grant/

N/A

P. **If proposing a distance education program, please provide evidence of the** **Principles of Good Practice**

N/A/

Q. Program Resources and Expenditures Tables

Instructions: Double clicking on the tables below allows you to input data as you would in an excel spreadsheet. The calculations will be completed automatically. Simply click on the page elsewhere to embed the spreadsheet in the Word document again.

TABLE 1: RESOURCES		
Resources Categories	**(Year 1)**	**(Year 2)**
1. Reallocated Funds[1]	$0	$0
2. Tuition/Fee Revenue[2]	$4,169,285	$4,225,125
a. Annual Full-time Revenue of New Students	n/a	n/a
Number of Full-time Students	7	7
Annual Tuition Rate	n/a	n/a
Subtotal Tuition	n/a	n/a
Annual Fees	n/a	n/a
Subtotal Fees	n/a	n/a
Total Full-time Revenue of New Students	n/a	n/a
b. Annual Part-time Revenue	n/a	n/a
Number of Part-Time Students	5	5
Credit Hour Tuition Rate	n/a	n/a
Annual Fees Per Credit Hour	n/a	n/a
Annual Credit Hours Per Student	n/a	n/a
Subtotal Tuition	$2,791,997	$2,847,837
Subtotal Fees	$1,377,288	$1,377,288
Total Part Time Revenue	n/a	n/a
3. Grants, Contracts & Other Sources[3]	$0	$0
4. Other Sources	$0	$0
TOTAL (Add 1 - 4)	$4,169,285	$4,225,125

TABLE 2: EXPENDITURES

Expenditure Categories	(Year 1)	(Year 2)
1. Total Faculty Expenses	$891,789	$909,625
(b + c below)		
a. #FTE	11.00	11.00
b. Total Salary	$674,381	$687,869
c. Total Benefits	$217,408	$221,756
2. Total Administrative Staff Expenses	$50,760	$51,775
(b + c below)		
a. #FTE	1.00	1.00
b. Total Salary	$36,000	$36,720
c. Total Benefits	$14,760	$15,055
3. Total Support Staff Expenses	$0	$0
(b + c below)		
a. #FTE	0.00	0.00
b. Total Salary	$0	$0
c. Total Benefits	$0	$0
4. Equipment	$0	$0
5. Library	$0	$0
6. New or Renovated Space	$0	$0
7. Other Expenses	$49,517	$49,517
TOTAL (1-7)	$992,066	$1,010,917

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[1] Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

BA/BS Communication Studies

Assessment Cycle Starts: 07/01/2016

Assessment Cycle Ends: 06/30/2018

Locations and Modes of Delivery:

Main Campus

Student Learning Outcomes:

1. ~~The~~ Students should understand the principles of communication in interpersonal, organization and public settings.

2. Students should demonstrate proficiency in critical thinking, structuring and delivery in interpersonal and public settings.

3. Students should demonstrate an ability to conduct communication research.

Note: Minor adjustments were made to the SLO wordings. Instead of starting each outcome with "Student" (singular), this was edited to read "Students" (plural). Also, SLO1 began with "The student...", which didn't align with the other outcomes. As such, this year we would like to put forward the suggested adjustments.

Curricular Alignment with Student Learning Outcomes:

Curriculum that address program learning outcomes	SLO 1	SLO 2	SLO 3
COMM 377- Intercultural Communication	X		
COMM 331 – Advocacy and Argument		X	
COMM 480/300 – Communication Research			X

Student Learning Outcomes & Assessment Measures:

	Brief Description of Measure	
	Measure 1	Measure 2
Outcome1	Assignment from COMM377 (Cultural Expert Presentation). See assignment description below.	Communication Studies senior exit survey question 1. See survey below.
Outcome2	Assignment from COMM331 (Argument Analysis). See assignment description below.	Communication Studies senior exit survey question 2. See survey below.
Outcome3	Assignment from COMM480/300 (Past Research Worksheet). See assignment description below.	Communication Studies senior exit survey question 4. See survey below.

Attached Files

 COMM331 Advocacy and Argument Argument Analysis Assignment Description

 COMM377 Intercultural Communication Cultural Expert Presentation Assignment Description

 COMM480 Communication Research Methods Past Research Worksheet Assignment Description

 Communication Studies Senior Exit Survey

Student Learning Outcomes & Targeted Performance:

	Measure 1 Targeted Performance Level for Achievement	Measure 2 Targeted Performance Level for Achievement
Outcome1	We expect 70% of our COMM students will achieve satisfactory or excellent competence (4-7 on the assessment rubric).	We expect COMM students, on average, (more than 3.0 on a scale of 1-5) to "agree" with the item(s) on the Senior Exit Survey correlated with SLO1.
Outcome2	We expect 70% of our COMM students will achieve satisfactory or excellent competence (adequate to excellent on the assessment rubric).	We expect COMM students, on average, (more than 3.0 on a scale of 1-5) to "agree" with the item(s) on the Senior Exit Survey correlated with SLO2.

| Outcome3 | We expect 70% of our COMM students will achieve satisfactory or excellent competence (4-5 on the assessment rubric). | We expect COMM students, on average, (more than 3.0 on a scale of 1-5) to "agree" with the item(s) on the Senior Exit Survey correlated with SLO3. |

Attached Files

▢ Assessment Rubric COMM331

▢ COMM 377 Assessment Rubric

▢ COMM480 Assessment Rubric

Student Learning Outcome & Collection Cycle:

	Measure 1 Collection Cycle	Measure 2 Collection Cycle
Outcome1	Spring 2018, Fall 2019	Fall/Spring semesters, annually
Outcome2	Fall 2018, Spring 2020	Fall/Spring semesters, annually
Outcome3	Fall 2017, Spring 2019	Fall/Spring semesters, annually

Note: Because the Communication Studies program is entering a new three-year reporting cycle, the collection cycle chart has been updated to reflect the new reporting dates (beginning AY2017-18, ending AY2019-20).

Also, Measure 2 was originally reported as being collected at "End of Program." Because students graduate during both the fall and spring semesters and the exit survey is distributed at both of those times, exit survey data will be reported annually.

Program: Communication Studies BA, BS

Program Outcome Results

1 The student should understand the principles of communication in interpersonal, organization and public settings.

Annual Report - Begin Month: 07/01/2016

Annual Report - End Month: 06/30/2017 Assessment
Results:

	Number of student who score 4 or higher	Number of student who score less than 4	Total number of students	Percentage of student who score 4 or higher	Meet Targeted Performance (70%)? (Yes/No)
Measure 1: Assignment from COMM 377 (Cultural Expert Presentation)	51	38	13	74.5%	Yes
	Total number of responses	Mean	Standard Deviation	Interpretation of targeted performance	Meet targeted performance (3 or above)? (Yes/No)
Measure 2: Senior Exit Survey Question 1	28	4.32	1.16	On average, students agreed the program allowed them to achieve SLO1	Yes

Assessment for SLO1 was based on a Cultural Identity essay. The assignment was evaluated across 2 sections of COMM377 with 51 total students in Fall 2016. This assignment is evaluated based on overall performance, with 70% of students expected to achieve satisfactory or higher evaluations of their work.

Next, although we recognize the inherent weaknesses of using an indirect measure of student learning outcomes, the department has used a senior exit survey for a number of years and found the results useful for guiding department expectations. This year, the survey was distributed to 28 graduating students across both the Fall 2016 and Spring 2017 semesters.

Analysis by Faculty:

Faculty Analysis

The students were asked to write an essay in which they identify and describe a culture with which they identify. Overall, the student performance was adequate. While some students had difficulty identifying or focusing on a single culture within the assignment, most of the student remained in the "adequate" category of performance. This is consistent with previous semesters of this course that I have taught. The biggest challenge for students was to limit their descriptions to a single culture. In other words, some of the essays lacked focus. Some would discuss their connection to a culture with inadequate explanation about the culture to which they identified. They would rely on superficial descriptions with little depth or clarity. Those who performed adequately or better had a clear, central focus with which to anchor their analyses.

Committee Analysis

Students achieved satisfactory or higher scores on the direct SLO measure, a Cultural Identity Essay.

The indirect measure, a survey item, showed that students generally agreed (M = 4.32, SD = 1.16) that upon graduation the Communication Studies program had enabled them to understand the principles of communication in interpersonal, organizational, and public settings. Although this represents a slight decrease compared to AY2015-16 reporting (M = 4.67, SD = .48), the results are statistically similar enough to consider student evaluations steady in the previous two years.

Of note, this SLO was not on the evaluation schedule for AY2015-16, so the last report was conducted in AY2014-15. At the time, there were some minor issues related to the fact that one of the courses had invited Russian students to participate in the overall assignment. At the time, it was determined that reporting would continue with the same assignment to evaluate whether it worked within courses that had more consistent student populations.As the exchange program did not occur in AY2016-17, it seems that reporting was more consistent across various sections.

As the Comm. Studies department is currently investigating a variety of curricular changes, the use of this course and rubric may be evaluated in the future for its strength in representing a robust measure of SLO1.

Achievement of Student Learning Outcome (*Required): Meets

Actions to Improve Student Learning and Assessment:
AY2015-16 Follow-Up

Although this course was not evaluated in AY2015-16, in AY2014-15 it was suggested that audience consistency would improve the delivery and impact of the given measure. The exchange program that created the inconsistency has been discontinued because the instructor who organized the program retired in 201314. Should the program be revived in the future, instructors understand that more attention should be given to emphasizing the seriousness of the week-long visit and included assignments.

AY2016-17 Actions to Improve

Students get a basic introduction to culture before they get this assignment. That introduction should include a clear understanding of how to describe a culture, not simply what constitutes part of the definition of culture. Many students seem to struggle with descriptions of a culture that account for the types of traditions, values, and beliefs that hold a group of people together. In other words, many of the students fail to outline the kinds of practices and rituals that make up a culture and how those things contribute to the definition and performance of a culture. Incorporating this kind of analysis would greatly improve the essays. I can try to improve that aspect of my teaching prior to this assignment so that students have a better understanding of the way they should speak about a culture so familiar to them as if it's strange.

Department Expectations

As with previous years, results of this report will be shared with COMM faculty and the department chair. This will allow the unit to make informed decisions about upcoming curricular changes. These results are also being reviewed by members of the 7-year review committee. Finally, representatives from the assessment committee will work with current and past course instructors to consider how SLO1 reporting can be strengthened perhaps through a different assignment or course.

Proposed Changes: Yes

Proposed Changes to Student Learning Outcome(s):

The Student Learning Outcome suggests "The student should understand the principles of communication in interpersonal, organization, and public settings." To this point, there have been no suggested changes to the SLO as it evaluates an important objective for the Communication Studies program.

However, as chair of the assessment committee, I believe that in the previous three years there have been a number of concerns about the clarity of the assignment (A Cultural Identity essay) as a measure of the SLO. I politely suggest that the Comm. unit should consider evaluating the conciseness of the SLO. As this is a program that offers separate courses in interpersonal and organizational communication, and communication in public settings is something that occurs across the Comm Studies curriculum, it is possible that updating the SLO may help clarify the course and assignment most appropriate for measuring student success. Based on SLOs in other courses, it is suggested that the unit consider an SLO that establishes which principles should be evaluated, rather than the contexts in which they should be evaluated. For example a slightly modified SLO might read: "Students should understand and be able to apply principles of communication theory." This is being proposed for consideration, particular as the unit begins moving toward the development of a formal department structure.

Proposed Changes to Assessment Measures:

Suggested Measure Changes

In AY2014-15 it was noted that the assignment is not an ideal fit for the SLO. This was attributed, in part, to issues with the classroom makeup as one section of the course hosted exchange students who did not yield proper value from the assignment. This information was posed to instructors of the course and members of the COMM unit, who felt it was worth keeping the assignment for an additional reporting cycle to maintain consistency and evaluate whether the problems continued with more consistent student makeup in the given class. Even so, the following measure changes were suggested during this reporting cycle:

- The Student Learning Outcome for this course is "The student should understand the principles of communication in interpersonal, organization, and public settings." While this SLO is quite appropriate for the Communication Studies major, it is difficult to gauge it in the context of this assignment. The assignment asks students to identify the traditions, beliefs, values, etc. of a culture they call their own. Doing so does have a relationship with the SLO, but it's quite indirect. Communication principles are related to the act of describing and discussing one's own culture to others, but the assignment in question is geared more toward helping students understand their own culture so they can apply the communication principles they learn elsewhere in the major. I would propose that either the SLO be applied to a different course in the major or that the assignment in question be tailored more to communication principles to account for this objective.

Mechanical Sufficiency of Rubric

This rubric was not difficult to apply for the chosen assignment in part because the assignment conforms quite well to the qualities and skills that it measures. The point of this assignment was for students to consider their culture from a different perspective and describe/analyze it as if they are introducing it someone from a different culture. The rubric balances quality of writing (prose, grammar, structure, etc.) with the quality of the student's discussion of his/her culture. At this time, I have no proposed changes.

Moving Forward

Based on the preceding feedback, it is highly recommended that the COMM unit re-evaluate the usefulness of this class and assignment as an evaluative measure of SLO1. The MCCS Assessment Committee will work with the COMM unit to re-work the assignment and rubric to better reflect the SLO outlined here. A final decision to modify the assessment measure will be made by the COMM unit, and should take place during the next reporting cycle (AY2017-18), keeping in mind the significant curricular changes being made by the COMM program. Program: Communication Studies BA, BS

2 Student should demonstrate proficiency in critical thinking, structuring and delivery in interpersonal and public settings.

Annual Report - Begin Month: 07/01/2016

Annual Report - End Month: 06/30/2017 Assessment

Results:

	Number of students who scored 4 or higher	Number of students who scored less than 4	Total number of students	Percentage of students who scored 4 or higher	Meet Targeted Performance (70%)? (Yes/No)
Measure 1: Assignment from COMM 331 (Argument Analysis)	77	61	26	84.15	Yes

	Total number of responses	Mean	Standard Deviation	Interpretation of targeted performance.	Meet Targeted Performance (3 or above)? (Yes/No)
Measure 2: Senior Exit Survey Question 2	28	4.14	1.21	On average, students agreed the program allowed them to achieve SLO2.	Yes

Assessment for SLO2 was based on an Argument Analysis assignment. The assignment was evaluated across 5 sections of COMM331 with 77 total students in Spring 2017. Historically, this assignment is evaluated based on overall performance, with 70% of students expected to achieve satisfactory or higher evaluations on their work.

Last year, the assignment was evaluated across 5 measures. A former assessment coordinator oversaw the report, and was responsible only for reporting the data across three classes. Although this was greatly appreciated at Assessment Day in Jan. 2017, instructors teaching the course felt the analysis somewhat cumbersome. Additionally, the person responsible for reporting the class was in charge of collecting data for multiple sections of multiple courses. As such, while the Assessment Day feedback was highly appreciated, the committee determined that the old reporting (of an overall assignment rather than individual assignment components) was more economical.

Next, although we recognize the inherent weaknesses of using an indirect measure of student learning outcomes, the department has used a senior exit survey for a number of years and found the results useful for guiding department expectations. This year, the survey was distributed to 28 graduating students across both the Fall 2016 and Spring 2017 semesters.

Analysis by Faculty:

Faculty Analysis:

- The students were asked to write an essay in which they analyze and evaluate the arguments made in an op-ed article from a recent edition of a nationally known newspaper. Overall, the student performance was adequate. Some students did struggle with the mechanics of identifying and evaluating the strength of the argument, but overall, students managed to notice and evaluate the logic of arguments being made. The biggest challenge came for students to evaluate the effectiveness of such arguments. They struggled with explaining how an argument was strong or weak and tended to rely on labelling parts of the argument without taking the next step to use that information to assess the validity of an argument.
- Students performed similarly to other iterations of the course. Overall, the students performed well. They could, however, use more work on transitions and flow.

Committee Analysis:

Students achieved satisfactory or higher scores on the direct SLO measure, an argument analysis assignment.

The indirect measure, a survey item, showed that students generally agreed (M = 4.14, SD = 1.21) that upon graduation the Communication Studies program had enabled them to demonstrate proficiency in critical thinking, structuring, and delivery in interpersonal and public settings. Although this represents a slight decrease compared to AY2015-16 reporting (M = 4.33, SD = .48), the results are statistically similar enough to consider the student evaluations steady in the previous two years.

Of note, last year it was recognized that this course is the only one in the major that does not require students to take COMM300 (Research Methods). Additionally, this assignment is generally given early in the semester. As such, it was determined that that it is possible that COMM300 course expectations may help students perform even better on assignments in COMM331, particularly the argument analysis. Additionally, that may further help with clarification and expectation issues experienced because the assignment is given early in the semester. As the Comm. Studies department is currently investigating a variety of curricular changes, this is one change that may be considered in the future in part because of assessment results and instructor evaluation and insights.

Achievement of Student Learning Outcome (*Required): Exceeds

Actions to Improve Student Learning and Assessment: AY2015-16 Follow-Up

In AY2015-16 it was determined that, based on the results, COMM unit faculty would discuss whether COMM331 should have the COMM300 prerequisite. Although this has not yet been formalized, it is strongly being considered as part of a curriculum overhaul being explored by the unit.

Additionally, it was recommended that faculty teaching the course select an assignment that comes later in the semester. Although this was not implemented this year, the decision was made to keep the same assignment for consistency of reporting.When the COMM unit implements their curricular changes, a change to the evaluated assignment may be made.

AY2016-17 Actions to Improve

- Prior to this assignment, students get a thorough introduction to argumentation: what make an argument, the parts of an argument, and logical validity that informs an argument's strength or weakness. Because some of this information is new to students and most of them have little formal experience with argumentation, they often struggle with identifying parts of an argument or evaluating logic. Such a task requires a shift in perspective from what is typical. In future semesters of this course, I can do more to impress upon students the way that evaluating arguments requires a particular focus on the way that argumentation appears in communication in various settings.

- In practice debates, we can highlight the transitions between arguments.

Department Expectations

As with previous years, results of this report will be shared with COMM faculty and the department chair. This will allow the unit to make informed decisions about upcoming curricular changes. These results are also being reviewed by members of the 7-year review committee. Finally, representatives from the assessment committee will work with current and past course instructors to consider how SLO2 reporting can be strengthened through a different assignment.

Proposed Changes: Yes

Proposed Changes to Student Learning Outcome(s):

The Student Learning Outcome for this course is "Student should demonstrate proficiency in critical thinking, structuring, and delivery in interpersonal and public settings." This outcome is generally considered a good fit for the department.

However, as chair of the assessment committee, I believe that in the previous three years there have been a number of concerns about the clarity of the assignment (Argument Analysis) as a measure of the SLO. I politely suggest that the Comm. unit should consider evaluating the conciseness of the SLO. As this is a program that offers separate courses in interpersonal and organizational communication, and communication in public settings is something that occurs across the Comm Studies curriculum, it is possible that updating the SLO may help clarify the course and assignment most appropriate for measuring student success. Based on SLOs in other courses, it is suggested that the unit consider an SLO that establishes how critical thinking should be evaluated, rather than the contexts in which it should be evaluated. For example a slightly modified SLO might broadly read: "Students should demonstrate proficiency in critical thinking, structuring and delivery in communication presentations." This is being proposed for consideration, particular as the unit begins moving toward the development of a formal department structure.

Proposed Changes to Assessment Measures:

Suggested Measure Changes:

Last year it was suggested that the assessment measure does assess critical thinking skills and argument structure, but may not be sufficient for the SLO. As previously reported: "The argument analysis assignment is an assignment designed to help students understand how to analyze someone else's argument rather than an assignment that measures the student's own ability to think critically and structure an argument for public consumption. Therefore, I recommend a different assignment for assessment of this course to more accurately measure learning outcome 2."

Although these recommended changes were not implemented in AY2016-17, they will likely take place during the next reporting cycle (AY2018-19) when significant curricular changes have been made in the COMM program.

Mechanical Sufficiency of Rubric

- This rubric was relatively straightforward and easy to apply for the chosen assignment. The assignment and the rubric work well together, ensuring that the rubric properly measures both the desired student learning outcome and the progression that students made with regard to argumentation in the course. The rubric balances quality of writing (prose, grammar, structure, etc.) with the quality of the student's discussion of his/her culture. At this time, I have no proposed changes.
- If you are ranking "average" at exactly 4, the middle criteria should not be "Need Improvement (3-5). The results are skewed higher because "adequate" is listed as 6-8. To me, adequate and average are synonyms.

Program: Communication Studies BA, BS

3 Student should demonstrate an ability to conduct communication research.

Annual Report - Begin Month: 07/01/2016

Annual Report - End Month: 06/30/2017 Assessment
Results:

	Number of student who score 4 or higher	Number of student who score less than 4	Total number of students	Percentage of student who score 4 or higher	Meet Targeted Performance (70%)? (Yes/No)
Measure 1: Assignment from COMM 480/300 (Past Research Worksheet)	No data collected during AY2016-17.				
	Total number of responses	Mean	Standard Deviation	Interpretation of targeted performance	Meet targeted performance (3 or above)? (Yes/No)
Measure 2: Senior Exit Survey Question 4	28	4.43	.34	On average, students agreed the program allowed them to achieve SLO3.	Yes

Although no data was collected for Measure 1 during AY2016-17, an evaluation of Measure 2 shows that students agreed that the Communication Studies program enabled them to demonstrate an ability to conduct communication research. That said, while we recognize the inherent weaknesses of using an indirect measure of student learning outcomes, the department has used a senior exit survey for a number of years and found the results useful for guiding department expectations. This year, the survey was distributed to 28 graduating students across both the Fall 2016 and Spring 2017 semesters.

Analysis by Faculty:

The indirect measure, a survey item, showed that students generally agreed (M = 4.43, SD = .34) that upon graduation the Communication Studies program had enabled them to conduct communication research. This represents a slight increase compared to AY2015-16 reporting (M = 4.25, SD = .73), suggesting a minor increase in student beliefs about their research skills.

According to the Communication Studies assessment plan, we plan to assess SLO3 in Fall 2017. Students taking COMM300 (Communication Research) will be evaluated on a Past Research Worksheet assignment. We will continue to collect data for this course under the approved assessment schedule, twice every three years.

Notable, in AY2015-16 it was determined that students encountered some issues relating to defining research hypotheses and topics. The reporting instructor felt that having students write their own research questions and hypotheses may be too advanced for students at the particular juncture of the course. As such, it is suggested that instructors and the COMM unit continue to evaluate the content delivery as suggested by the previous SLO report.

Achievement of Student Learning Outcome (*Required): Not Scheduled

Actions to Improve Student Learning and Assessment:

As no data was collected this year, actions to improve student learning and assessment will simply echo those presented in AY2015-16: COMM methods faculty should continue discussing ways to increase student understanding about writing research questions and hypotheses. This should include brainstorming assignments, activities, and lecture modules.

Department Expectations

As with previous years, results of this report will be shared with COMM faculty and the department chair. In this case, COMM faculty will be reminded of the suggested ideas and changes that were presented in the last reporting year. This will allow the unit to make informed decisions about upcoming curricular changes. These results are also being reviewed by members of the 7-year review committee. Finally, representatives from the assessment committee will work with current and past course instructors to consider how SLO3 reporting can be strengthened.

Proposed Changes: Yes

Proposed Changes to Student Learning Outcome(s):

Arguably, this is a relatively straightforward SLO. In AY2015-16 no changes were suggested for SLO3. Because this course was not evaluated in AY2016-17, no changes are suggested for SLO3 as we move into reporting year AY2017-18.

Proposed Changes to Assessment Measures:

In AY2015-16 it was suggested that the assessment measure assesses important aspects of communication research, but may not be the best fit for the current structure of the course. Potentially, a new rubric could be presented based on an agreed-upon, more robust assignment as an option for Measure 1.

As such, although these recommended changes could not be implemented in AY2016-17 because the SLO was not evaluated, they will be considered for the next reporting cycle. However, because of significant curricular changes being made in the COMM program, it is possible the COMM unit will defer measure/rubric changes until a new curriculum plan is in place.

Program: Communication Studies BA, BS

Towson University Communication Studies Course Descriptions

COMM 131 FUNDAMENTALS OF SPEECH COMMUNICATION (3.00 units)
Perspectives of rhetoric and public speaking, investigating contemporary American experiences, delivering and critiquing speeches. GenEd II.B.3 or Core: Arts & Humanities.

COMM 132 HONORS FUNDAMENTALS OF SPEECH COMMUNICATION (3.00 units)
Instruction in various kinds of public speaking (e.g., informative, persuasive, introductory, and impromptu); doing research, developing ideas with evidence, preparing outlines, delivering and critiquing speeches with emphasis on rhetorical criticism and ethical issues in speech communication. GenEd II.B.3 or Core: Arts & Humanities.

COMM 201 COMMUNICATION THEORY (3.00 units)
Foundation for theories focusing specifically in relational, group, public, and cultural communication contexts. Not open to students who have successfully completed COMM 101. Prerequisite: ENGL 102 or ENGL190.

COMM 215 INTERPERSONAL COMMUNICATION (3.00 units)
Examination and application of core concepts, advanced theories, and current research. Prerequisite: ENGL 102 or ENGL190.

COMM 231 NONVERBAL COMM (3.00 units)
Examination of the elements of nonverbal communication: environment, personal space, physical appearance, body movement, gestures, touching behavior, facial expression, and vocal cues. Course will investigate the effects of these on interpersonal and public communication. Prerequisite: COMM 201 [COMM 101]or consent of instructor.

COMM 249 SPEECH AND DEBATE I (1.50 units)
Practical skill development and participation within Towson's Speech and Debate Program: preparation, practice and competition in debate and/or individual speaking events; researching controversial issues, preparing and delivering speeches, participating in on-campus and intercollegiate events. Course is repeatable for a maximum of 3.0 units. Prerequisite: Consent of instructor.

COMM 250 SPEECH AND DEBATE II (1.50 units)
Practical skill development and participation within Towson's Speech and Debate Program: preparation, practice and competition in debate and/or individual speaking events; researching controversial issues, preparing and delivering speeches, participating in on-campus and intercollegiate events. Course is repeatable for a maximum of 3.0 units. Prerequisite: Consent of instructor.

COMM 300 RESEARCH METHODS (3.00 units)
Survey of methods and uses of research in communication studies fields. Not open to students who have successfully completed COMM 480. Prerequisite: COMM 101 or COMM 201 and COMM 215; majors and minors only.

COMM 303 ADV PUBL SPEAKNG (3.00 units)
Principles and application of evidence, composition, organization, analysis, and criticism. Manuscript, persuasive, and impromptu speaking.Prerequisite: COMM 131 or COMM 132.

COMM 304 PERSUASION (3.00 units)
Theory and practice of linguistic and symbolic persuasion; applications of rhetorical principles in social sciences and formal and informal communication; analysis of rhetoric through discussion. Prerequisite: junior/senior standing or consent of instructor.

COMM 311 RHETORICAL THEORY & CRITICISM (3.00 units)
Foundation in the theories and practice of rhetorical studies with emphasis on the historical development of rhetorical theories and ideas, from Antiquity to the contemporary period, the application of theories to contemporary issues, and the scholarly process of studying rhetoric. Not open to students who have successfully completed COMM 211. Prerequisites: COMM 300 or COMM 480 or MCOM 390 or MCOM 490.

COMM 315 BUSIN & PROF COMM (3.00 units)
Professional interview and other dyadic encounters, curriculum vitae preparation, and exploration of communication in business structures: agendas, briefings, meetings, conferences, and strategies of attributional and communicative techniques. Prerequisite: COMM 131/COMM 132.

COMM 331 ADVOC & ARGUMT (3.00 units)
Essentials of argumentation; research, analysis, evidence, reasoning, case construction, and refutation. Applications in fact, value, and public policy settings. Prerequisite: COMM 201 [COMM 101] and COMM 215, Majors/Minors only or consent of instructor.

COMM 333 INTRODUCTION TO PERFORMANCE STUDIES (3.00 units)
Will examine a broad range of performances on and off the stage, live and recorded, including performance art, storytelling, celebrations, political speeches, concerts, protests, street happenings, and everyday encounters. Students will observe and participate in various modes of performances and sites based on readings of key texts. Throughout the course, emphasis is placed on the relationship between theory and practice through (auto)ethnographic writing and performance. Prerequisite: COMM 300.

COMM 349 SPEECH AND DEBATE III (1.50 units)
Practical skill development and participation within Towson's Speech and Debate Program: preparation, practice and competition in debate and/or individual speaking events; researching controversial issues, preparing and delivering speeches, participating in on-campus and

intercollegiate events. Course is repeatable for a maximum of 3.0 units. Prerequisite: Consent of instructor.

COMM 350 SPEECH AND DEBATE IV (1.50 units)
Practical skill development and participation within Towson's Speech and Debate Program: preparation, practice and competition in debate and/or individual speaking events; researching controversial issues, preparing and delivering speeches, participating in on-campus and intercollegiate events. Course is repeatable for a maximum of 3.0 units. Prerequisite: Consent of instructor.

COMM 351 SPEC TPC/SPCH DEB (3.00 units)
In-depth study of selected areas dependent on student and faculty interest. May be repeated for a maximum of 6 credits provided a different topic is covered. Prerequisite: COMM 249.

COMM 377 INTERCULTURAL COMMUNICATION (3.00 units)
Principles, research and applications of cross-cultural discourse. Not open to students who have successfully completed COMM 378 or COMM 379. Prerequisite: COMM 300 [COMM 480].

COMM 418 COMMUNICATION TRAINING AND DEVELOPMENT (3.00 units)
Instructional strategies for implementing objectives, specifying and evaluating results. Prerequisite:
COMM 300 [COMM 480].

COMM 419 ORGANIZATIONAL COMMUNICATION (3.00 units)
Theories and processes of decision making in organizations including classical, human resources, culture, systems, and critical approaches. Emphasis is on the role communication plays in assimilation, conflict, diversification, and crisis management. Prerequisites: COMM 300 or COMM 480 or MCOM 390 or MCOM 490.

COMM 420 COMM/LEGAL PROCEDURES (3.00 units)
Focus on communication questions and skills by lawyers, judges, litigants, and jurors in criminal and civil justice. Survey of research related to verbal and nonverbal aspects of communication as they apply to the legal concerns of interview, negotiation, and litigation. Prerequisite: COMM 300 [COMM 480].

COMM 422 CONFERENCE AND MEETING MANAGEMENT (3.00 units)
Communicative details in preparing for and conducting events. Prerequisite: COMM 300 [COMM 480].

COMM 440 COMMUNICATION AND GENDER (3.00 units)
The creation of gender images through communication and the development of lines of argument regarding masculinity and femininity. Emphasizing both historical and contemporary theories of gender arguments in public discourse. Prerequisites: COMM 300 or COMM480.

COMM 450 CAPSTONE IN COMMUNICATION STUDIES (3.00 units)
The capstone course is designed to help students apply all the knowledge gained throughout the communication studies major. Students will use previous knowledge to create an individual research project of their choosing, from start to finish, with a culminating public research presentation. Prerequisites: COMM 300; majors only; senior standing.

COMM 470 SPECIAL TOPIC COMM (3.00 units)
In-depth study of a selected area dependent on student and faculty interest. May be repeated for a maximum of 6 units provided a different topic is covered. Prerequisites: COMM 201 [COMM 101] or MCOM 101 [MCOM 102].

COMM 490 INTERN COMM STUDY (1.00 units)
Practical field experiences. Under faculty and I/CE supervision, the student works as an intern with a working professional in some field of communication. May be repeated for a maximum of 6 credits. Graded S/U. Prerequisites: junior/senior standing; minimum overall GPA of 2.5 and 2.75 in the major; consent of the instructor; completion of appropriate courses determined by the department; please check with the Career Center for specifics.

COMM 495 INDEPENDENT STUDY IN COMMUNICATION STUDIES (1.00 units)
Directed study through readings, projects, papers, or seminars. May be repeated for a maximum of 6 units. Prerequisite: COMM 300 or COMM 480; minimum GPA 3.25 in the major or consent of the instructor.

MEMORANDUM OF UNDERSTANDING
HARFORD COMMUNITY COLLEGE & TOWSON UNIVERSITY
December 8, 2017

COMMUNICATION STUDIES B.S. Degree

Harford Community College, Bel Air, Maryland, and Towson University, agree to follow the articulation of courses outlined in the articulation (course equivalency) document, for completion of requirements for the Bachelor of Science degree in Communication Studies (Attachment A), which is attached to, and incorporated by reference into, this Memorandum of Understanding (MOU). The following principles guide the operation of this MOU, with the requirements for transfer in specific curricula set forth in Attachment A.

1. Towson University will accept a maximum number of 64 credits from Harford Community College as outlined in the Attachment A. The number of transferable credits specific to this program is reflected in Attachment A.

2. Students who have completed the Associate of Arts Degree in the Communication Studies program at Harford Community College may transfer into Towson University's Communication Studies program with junior standing provided that the student has completed all courses identified on Attachment A (which is attached to, and incorporated by reference into, this MOU) with a cumulative GPA of 2.00 or higher. Courses completed at Harford Community College with 300 or 400 level Towson University course equivalencies will transfer as lower-level credit but will satisfy course content as indicated.

3. Only courses in which a grade of C (2.00) or better is earned will apply toward the major at Towson University.

4. In accordance with the MHEC transfer policy pertaining to general education requirements, Towson University will accept the completion of Harford Community College's general education requirements (GenEds) and students will be required to complete courses at Towson University to satisfy the remaining *University Core* requirements as shown in Attachment A.

5. Towson University recognizes college-level experiential learning gained through previous work, military and/or volunteer service or life experience. Credit for prior learning may also be established through course challenge or standardized credit by examination.

6. Harford Community College students transferring to Towson University will be given every consideration for financial aid and will be eligible to compete for academic scholarships upon entrance to Towson University subject to stated scholarship deadlines.

7. Both Harford Community College and Towson University agree to work together to facilitate the transfer of students from Harford Community College to Towson University to work cooperatively to insure the high quality of the programs at the respective

institutions. Transfer of students will be in accordance with policies and procedures of both institutions, as they may be amended from time to time.
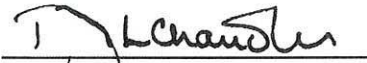
8.   This MOU will be in effect initially for ten years, beginning *fall 2017*, with a review every two years by both parties. Any revisions the parties deem necessary must be evidenced in writing and signed by the authorized officials of each institution. The MOU may be terminated by either party for due cause and after adequate notice of not less than six months is given to the other party.

9.   Towson University will establish procedures to provide information on the academic progress of Harford Community College students enrolled as part of this MOU.

10.   This MOU, when signed, constitutes the entire agreement between the parties and supersedes all prior agreements and understandings between the parties respecting the matter hereof.

HARFORD COMMUNITY COLLEGE AND TOWSON UNIVERSITY

_____
Dr. Steven Thomas
Vice President for
Academic Affairs
Date _L_ 4, 2018

_____
Dr. Timothy Chandler
Provost and Vice-President for
Academic Affairs
Date ___1 / 16 / 18___