

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
----------	--	---	--	--	-----------------------------------	--

COMMUNICATION

<p>Yes:</p> <ol style="list-style-type: none"> <li>Describe the essential nature of communication as a field of study and recognize its significance in interpreting human behavior.</li> <li>Acquire foundational skills in academic and professional research, writing, analysis and presentation necessary to excel in the major courses.</li> <li>Demonstrate the ability, through practice and performance, to clearly and effectively express messages through multiple mediums.</li> <li>Demonstrate knowledge of various ethical theories and how to apply ethical thinking to an array of ethical dilemmas.</li> </ol>	<p>Published on the Pepperdine website</p>	<p><b>2015-2016 Direct Data</b></p> <ol style="list-style-type: none"> <li>Research project assessed by a rubric</li> <li>Essays assessed by a rubric</li> <li>Posts to a discussion forum</li> </ol> <p><b>Indirect Data</b></p> <ol style="list-style-type: none"> <li>Focus Group</li> </ol> <p><b>Authentic Assessment</b></p> <ol style="list-style-type: none"> <li>None</li> </ol>	<p><b>2015-2016</b></p> <ul style="list-style-type: none"> <li>Sarah Stone Watt (Associate Professor of Communication) - Coordinated assessment of all COM majors, conducted all assessment for Rhetoric &amp; Leadership program, assisted with assessment for Intercultural Communication by rating papers and presentations, rated presentations for oral communication competency.</li> <li>Bert Ballard (Associate Professor of Communication) - Interpersonal Communication Major Coordinator. Coordinated oral communication assessment for</li> </ul>	<p><b>2015-2016</b></p> <ol style="list-style-type: none"> <li>Plan to add writing milestones</li> <li>Plan to add a stronger emphasis on content both in the course as well as the overall curriculum</li> <li>Plan to enhance content alongside of reflection and relevance as well as enhancing consistency through teaching and delivery</li> <li>Recommend that the revised COM 521 course replace former models of academic field research and communication</li> <li>Consider merging into a combined communication major</li> </ol>	<p>Academic Year 2011 - 2012</p> <p>Next review 2016-2017</p>
---	--	---	---	---	---

			<p>COM majors. Drafted oral communication and COMIP section of the report. Rated presentations on oral communication, and papers on PLO Rubrics for COMIP.</p> <ul style="list-style-type: none"><li>• Juanie Walker (Associate Professor of Communication) - Organizational Communication Major Coordinator. Conducted all assessment for Organizational Communication program. Drafted COMO section of the report. Rated presentations on oral communication, and PLO Rubrics for COMO.</li><li>• Charles Choi (Assistant Professor of Communication) - Intercultural Communication Major Coordinator. Lead assessment of Intercultural Communication program. Drafted COMIC section of the report. Rated presentations on oral communication, and PLO Rubrics for COMIC.</li></ul>		
--	--	--	---	--	--

			<ul style="list-style-type: none"><li>• Roslyn Satchel (Assistant Professor of Communication) - Rated intercultural communication presentations on oral competency rubric and papers on PLO rubric.</li><li>• Sarah Ballard (Visiting Professor of Communication) - Rated presentations on oral communication competency rubric.</li><li>• Lance Coert (Tech Liaison) - Facilitated recording and uploading of videos for oral communication. Provided technology and technical support as well as account access for LiveText for student ratings on oral communication.</li><li>• Josue Rodriguez (Graduate Student) - Input student ratings for oral communication.</li><li>• Elaine Handy, Mary Nell Johnson, Stuart Slayton, Stephanie Cota, Jessica Namkoong, Jael</li></ul>	
--	--	--	--	--

			<p>Villalobos, Martha  Zavala Perez,  Chelsea Christian,  Amber Moy,  Madison Shearer,  Sarah Tyer, Britiana  Andrade, Lauren  Seefeldt, Shane  McCracken,  Pheyshaun  Crawford, Ashley  Jaury, Alex Fisher,  Sarah Elliott, Cate  Dapello, Carolin  Wuttke, Colleen  Mynaugh, Erin  Himes, Savannah  Thies, Tiffany  Danielle, Chloe  Walton, Shannon  Tefertiller, Tiffany  Sciubba, Olivia Kim,  Chelsea Harris,  Annie Lee  (Communication  Division Students) -  Rated presentations  on oral  communication  competency rubric.</p>		
<p><b>2012</b></p> <ol style="list-style-type: none"> <li>1. Describe the essential nature of communication as a field of study and recognize its significance in interpreting human behavior.</li> <li>2. Acquire foundational skills in academic and professional research, writing, analysis and presentation necessary to excel in the major courses.</li> <li>3. Demonstrate the ability, through practice and performance, to clearly and effectively express messages through multiple mediums.</li> </ol>		<ul style="list-style-type: none"> <li>• Quizzes and tests</li> <li>• Senior Survey</li> <li>• Research Proposal and Project</li> <li>• Surveys</li> <li>• Projects assessed by rubrics</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Ken Waters, Chair of the Communication Division</li> <li>• Communication Faculty</li> </ul>	<ol style="list-style-type: none"> <li>1. Each course in the core now has a common syllabus, but common assessment methods still need to be refined.</li> <li>2. The division needs to discuss whether it is comfortable with the majority of the introductory courses in theory (Com 200) being taught by visiting professors. While the current visiting professors have been in the division for several years and are now schooled in assessment</li> </ol>	

<p>4. Demonstrate knowledge of various ethical theories and how to apply ethical thinking to an array of ethical dilemmas.</p>				<p>techniques, a new group of visiting professors may not be capable of providing adequate assessment data.</p> <p>3. Class size in the core classes, with the exception of Com 205 and Com 400, is fairly high. One way to close the loop is to offer the theory (Com 200) and message and effects (Com 301) classes in large lecture formats to free up professors to ensure that the research class and the ethics class can remain below 20 students.</p> <p>4. The division needs to decide if it would prefer to assess the core courses separate from the programs, or incorporate assessment of the core into the program assessment cycles.</p>	
--	--	--	--	--	--

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
ADVERTISING						
<p>Yes:</p> <ol style="list-style-type: none"> <li>Describe and analyze/measure/assess the relevant theories, practice, digital ads, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.</li> <li>Design effective visual communication for various advertising approaches that combine the use of print, online/digital and other multimedia communication.</li> <li>Create and defend the strategy and execution of an ad campaign for a client(s).</li> <li>Develop advertising media buying and planning strategies.</li> </ol>	Published on the Pepperdine website	<p><b>2015-2016</b></p> <p><b>Direct Data</b></p> <ol style="list-style-type: none"> <li>Assignments measured with a rubric</li> <li>Projects measured with a rubric</li> <li>Exams</li> </ol> <p><b>Indirect Data</b></p> <ol style="list-style-type: none"> <li>Samples of students' work in each class</li> <li>Students' reflections on what they have learned</li> <li>Comments from external reviewers</li> </ol> <p><b>Authentic Assessment</b></p> <ol style="list-style-type: none"> <li>Real-world field experience</li> <li>Evaluations from professionals and class clients</li> </ol>	<p><b>2015-2016</b></p> <p>Ginger Rosenkrans, PhD, Professor of Advertising: Director, Writer, Coordinator, Contributor.</p> <p>Anthony Ahn, PhD, Assistant Professor of Advertising: Contributor.</p> <p>Matt McKissick, MFA, Visiting Professor: Contributor.</p> <p>Debbie Wideroe, MA, Visiting Professor: Contributor.</p> <p>Natassa Triviza, MFA, Adjunct Professor: Contributor.</p> <p>Hong Kha, MA, Visiting Professor: Contributor.</p> <p>Brian Hemsworth, MBA, Adjunct Professor: Contributor.</p> <p>Advertising and Media Professionals (30+ in Fall</p>	<p><b>2015-2016</b></p> <ol style="list-style-type: none"> <li>Improvement of teaching and learning.</li> <li>Proposal of curricular change: <ol style="list-style-type: none"> <li>Recommended proposal of a required video production class and three digital classes: 1) Digital Strategies, 2) Digital Analytics, and 3) Digital Design</li> </ol> </li> </ol>	<p>Academic Year 2011 - 2012</p> <p>Next review 2016-2017</p>	

			<p>2015 to judge Southern California Edison ad campaign, 30+ professional judges in Spring 2016 for Urban Barrels ad campaign): Contributors, direct assessment. Ranked students' ad campaigns and pitches. Participated in ranking Oral Communication using rubrics provided by AACU</p>		
<p><b>2012</b></p> <ol style="list-style-type: none"> <li>1. Describe and analyze the relevant theories, practice, legal issues, ethical challenges, faith, and diversity in the fields of advertising and marketing communication.</li> <li>2. Design effective visual communication for various advertising approaches that combine the use of print, online and other multi-media communication.</li> <li>3. Create and defend the strategy and execution of a creative ad campaign for a client(s).</li> <li>4. Develop advertising media buying and planning strategies.</li> </ol>		<p><b>Direct Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Pre-Post test terms</li> <li>2. Rubrics to evaluate written projects, project presentations, class assignments, midterm and final exams</li> </ol> <p><b>Indirect Assessment:</b></p> <ol style="list-style-type: none"> <li>1. Pre-Post class surveys</li> </ol>	<p>Ginger Rosenkrans, external and internal reviewers, and Professor who teaches the class</p>	<ol style="list-style-type: none"> <li>1. Proposal of curricular change             <ol style="list-style-type: none"> <li>a. Suggestion of offering two advertising tracks: Creative and Account Management</li> <li>b. Return to an introduction to advertising course</li> </ol> </li> </ol>	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
----------	--	---	--	--	-----------------------------------	--

**JOURNALISM**

<p><b>Yes:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge: Explain the role of the free press in a democratic society, apply the principles and laws of free speech, identify the key events history of journalism, and identify the trends of the current media landscape and of the journalism profession.</li> <li>2. Skills: Conduct relevant research, identify and interview sources for news articles, evaluate source credibility, synthesize acquired information and opinions, and present the resulting news stories in clear and concise fashion using a variety of words, images and sound.</li> <li>3. Collaboration: Collaborate with respect for others and make ethical choices in the production, management, funding and promotion of media messages.</li> <li>4. Respect and values: Recognize insensitivity, disrespect and injustice; develop practices to respect and include minority voices and perspectives.</li> </ol>	<p>Published on the Pepperdine website</p>	<p>2015-2016 Direct Data</p> <ol style="list-style-type: none"> <li>1. Pre-post knowledge test for COM 205, Storytelling through Media</li> <li>2. Pre-post knowledge test for COM 260 Introduction to Media</li> <li>3. Oral competency rubric evaluating story pitches in JOUR 561, Journalism in Culture and Society. Students faculty in the field, and professional journalists completed these rubrics as well as critiqued presentation verbally.</li> <li>4. Specialized rubric for evaluating television news reports in JOUR</li> </ol>	<p>2015-2016</p> <ul style="list-style-type: none"> <li>• Theresa de los Santos: Conducted pre/post test knowledge surveys from Com 260, conducted collaboration survey of JOUR 590 broadcast news students, surveyed Newswaves mentors and students mentored, and wrote reports of these investigations.</li> <li>• Christina Littlefield: Conducted an open-ended journalism students and recent graduates about skills.</li> <li>• Michael Murrie coordinated</li> </ul>	<p>2015-2016</p> <ol style="list-style-type: none"> <li>1. Curriculum changes</li> <li>2. PLOs <ol style="list-style-type: none"> <li>a. review existing PLOs,</li> <li>b. more thoughtfully align them with institutional PLOs,</li> <li>c. more thoughtfully align them with journalism accreditation standards,</li> <li>d. schedule assessment of PLOs to coordinate with assessment of core competencies, and</li> <li>e. establish procedures better measure and monitor them especially with regard to consistency so that we can have reference points and benchmarks for later assessments.</li> </ol> </li> </ol>	<p>Academic Year 2011 - 2012</p> <p>Next review 2016-2017</p>
--	--	---	---	---	---

		<p>330, Television News, fall 2015. The instructor completed this rubric evaluating student videos as a pilot assessment using Livetext.</p> <p><b>Indirect Data</b></p> <ol style="list-style-type: none"> <li>1. Surveys</li> <li>2. Mentorships</li> <li>3. Co-curricular activities</li> </ol> <p><b>Authentic Assessment</b></p> <ol style="list-style-type: none"> <li>1. Local stories generated for Newswaves in a real time context</li> <li>2. Internships</li> <li>3. Job placements</li> <li>4. Intercollegiate competition</li> </ol>	<p>assessments and wrote this report.</p> <ul style="list-style-type: none"> <li>● Elizabeth Smith: Scheduled faculty and professional reviewers to story pitch presentations in her capstone JOUR 561 class. These reviewers completed oral competency rubrics.</li> <li>● Ken Waters, Communication Division dean, provided suggestions.</li> <li>● All faculty attended meetings to develop assessment.</li> <li>● At least 50 journalism upper level students participated by completing the surveys about collaboration and the journalism program. About 40 other students completed pre-post tests.</li> </ul>		
--	--	--	---	--	--

<p><b>2012</b></p> <ol style="list-style-type: none"> <li><b>1. Knowledge:</b> Explain the role of the free press in a democratic society, apply the principles and laws of free speech, identify the key events history of journalism, and identify the trends of the current media landscape and in journalism practice.</li> <li><b>2. Skills:</b> Conduct relevant research, identify and interview sources for news articles, evaluate source credibility, and present the resulting news stories in a clear and concise fashion using a variety of words, images and sound.</li> <li><b>3. Collaboration:</b> Collaborate with respect for others and make ethical choices in the production, management, funding and promotion of media messages.</li> <li><b>4. Values:</b> Recognize insensitivity, disrespect and injustice and develop practices to respect and include minority voices and perspectives.</li> </ol>		<ul style="list-style-type: none"> <li>● Surveys</li> <li>● Portfolios assessed by a rubric</li> <li>● Cross-media projects including print, web, radio, and television</li> <li>● Tests</li> </ul>	<ul style="list-style-type: none"> <li>● Professor Michael Murrie</li> <li>● Professor Mike Jordan</li> <li>● Professor Ken Waters</li> <li>● Elizabeth!Smith, director of student journalism and visiting professor.</li> </ul>	<ol style="list-style-type: none"> <li><b>1. Changed JOUR 561 from Public Affairs Reporting to a cross-media capstone course, Journalism in Culture and Society.</b></li> <li><b>2. Moved history out of JOUR 241. Required Com 260, Introduction to Media, which includes more mass media theory, economics, technology and history.</b></li> <li><b>3. Added COM 205, Storytelling with Media, to the media core requirements to emphasize story telling and provide basic background for all media students in all media including Web, imaging, print, and video. To make room, COM 301, Message Creation and Effects, was removed because of inconsistent teaching, less relevance, and weak evaluation in survey of graduates.</b></li> <li><b>4. Moved broadcast news from the old Telecommunications major to Journalism to improve the rigor and journalism orientation of broadcast news.</b></li> <li><b>5. Required practicum courses such as JOUR 251 Publications Production, Independent Study.</b></li> <li><b>6. Required JOUR 590 Topics in Journalism to improve opportunities for more advanced journalism courses such as Producing Online News [offered spring 2012] or investigative reporting.</b></li> </ol>
---	--	---	--	---

				<b>7. Improving assessment of program, classes, internships, and co-curricular activities; increased data collection and analysis.</b>	
--	--	--	--	--	--

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
MEDIA PRODUCTION						
<p>Yes:</p> <ul style="list-style-type: none"> <li>Develop and identify major theoretical, business, legal, social, ethical and technological shifts in media.</li> <li>Research, develop and create stories from diverse sources targeted for a variety of diverse audiences.</li> <li>Produce, direct, shoot, and edit original media on location and in the studio.</li> <li>Evaluate media for creativity, continuity, technical qualities, ethical sensitivity, and emotional and social impact.</li> </ul>	Published on the Pepperdine website	<p><b>2015-2016 Direct Data</b></p> <ol style="list-style-type: none"> <li>Written reports with oral presentations assessed by a rubric</li> <li>Capstone class project assessed by rubric</li> </ol> <p><b>Indirect Data</b></p> <ol style="list-style-type: none"> <li>Peer scored presentations</li> </ol> <p><b>Authentic Assessment</b></p> <ol style="list-style-type: none"> <li>Internship</li> <li>Internship reflection papers</li> </ol>	<p><b>2015-2016</b></p> <p>Don Shores: Assessment Team member for Oral Communication, and PLO #1. Provided MPRD 550 oral media report presentation rubrics for assessment samples</p> <p>Susan Salas: Assessment Team member for Oral Communication, and PLO #1</p> <p>MPRD 550 Students : Evaluated oral presentations of media reports Group assessments</p>	<p><b>2015-2016</b></p> <ol style="list-style-type: none"> <li>Plans to devise a new rubric that will include oral competency and learning outcomes</li> <li>Plans to assess PLO #1 in fall 2016 and spring 2017 to use as a comparison for the capstone project</li> </ol>	Academic Year 2011 - 2012  Next review 2016-2017	
<p><b>2012</b></p> <ol style="list-style-type: none"> <li>Develop and identify major theoretical, business, legal, social, ethical and technological shifts in media.</li> </ol>		<ul style="list-style-type: none"> <li>Exams</li> <li>Written and oral presentations</li> <li>Course projects: a short narrative movie</li> </ul>	Susan Salas serves as assessment coordinator (revising PLOs, coordinating meetings and writing the report).	Each year the "loop" is closed differently, based on the learning outcomes and how they are interpreted.  --From 2006 to 2008, evidence pointed toward the need to split		

<p>2. Research, develop and create stories from diverse sources targeted for a variety of diverse audiences.</p> <p>3. Produce, direct, shoot, and edit original media on location and in the studio.</p> <p>4. Evaluate media for creativity, continuity, technical qualities, ethical sensitivity, and emotional and social impact.</p>		<p>The Media Production major uses several means of determining how well students achieve learning outcomes. An alignment matrix provides details.</p> <p>--Program Learning Outcome 1 is assessed through essay questions imbedded in the final exam in the knowledge capstone class, MPRD 550, Entertainment Industry Strategies, and through a knowledge survey measuring learning in the three common Communication core classes (theories, research, ethics).</p> <p>--Program Learning Outcomes 2 through 4 are assessed through grading/assessment rubrics used in the capstone skills class, MPRD 470, Narrative Storytelling. Faculty and external judges assess the capstone project</p>	<p>--Professor Salas is the only fulltime professor devoted to this major. She is assisted in interpreting the evidence by three other full-time professors who minimally teach in the production area, with the majority of their responsibilities in areas that require their students to also take courses in Media Production. These include people teaching in journalism, film studies (Humanities Division) and the Communication core courses. One adjunct professor also helps interpret the evidence.</p>	<p>the former telecommunications major. Telecommunications was renamed Media Production and the broadcast news sequence of Telecommunications merged with the print journalism major.</p> <p>--In 2010 as the result of the Five Year Assessment in the Humanities Division and capstone assessment in media production, courses in media production were reordered and renamed to improve student learning for not only film studies (digital production sequence) majors, but for media production majors as well. This becomes effective August 2012.</p>	
---	--	--	---	--	--

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
----------	--	---	--	--	-----------------------------------	--

**PUBLIC RELATIONS**

<p>Yes:</p> <ul style="list-style-type: none"> <li>Evaluate and analyze relevant theories, philosophies, and practices of communication and public relations.</li> <li>Communicate their thoughts clearly, succinctly, and persuasively in textual, visual, and oral formats using appropriate style for the situation and medium involved.</li> <li>Critically evaluate their own work and that of others for accuracy, clarity, appropriate style, grammatical correctness, and sensitivity.</li> <li>Demonstrate ethical research, planning and execution of public relations efforts that integrate faith with the responsibility to serve and engage communities and social justice globally.</li> </ul>	<p>Published on the Pepperdine website</p>	<p>2015-2016 Direct Data 1. Final Exams</p> <p>Indirect Data 1. None</p> <p>Authentic Assessment 1. Public Relations Campaign Proposal</p>	<p>2015-2016 Denise Ferguson, instructor</p> <p>Students in PR 555.01, Spring 2016 completed final exams with embedded questions to assess mastery of PLO #1, and evaluated each others' presentations for assessment of the Oral Communication Competency: Feyisayo Adeneye Brenna Ardron Jacqueline Cisneros Louise Dequilla Samantha Duarte Edwin Duran Alana Hutchinson Jared Jackson Caroline Kim Lydia Kiros Corinne Lederhouse Cassidy Persichitte Amanda Ruess Louisa Romero Allison Slattery Amanda Stevenson Amber Villasenor Paige Wandling Madison Zeinert</p>	<p>2015-2016</p> <ol style="list-style-type: none"> <li>Continue usage of the embedded questions in Exam I and Exam III, and increase discussion and application of material related to corporate code of ethics</li> <li>Continue the process of instruction, research, writing, editing, and revision currently followed</li> <li>Continue and increase the focus on theories and their application</li> <li>Continue and increase the focus on the strategic planning process, and discuss examples beyond the client campaign that is the centerpiece of the semester</li> </ol>	<p>Academic Year 2011 - 2012</p> <p>Next review 2016-2017</p>
---	--	--	--	--	---

			<p><b>Lily Zhao</b></p> <p><b>Students in PR 555.02--Spring 2016 completed final exams with embedded questions to assess mastery of PLO #1, and evaluated each others' presentations for assessment of the Oral Communication Competency: Sarah Barge Monique Daggett Soibi Dagogo-Jack Alexandra Dease Laurencia Duran Tanya Garcia Sarah Grindle Lauren Leekley Fengyi Li Talea Lischetzki Daniel Pendleton-Lopez Alexis Wilson</b></p> <p><b>Students in PR 255.02--Fall 2015 completed final exams with embedded questions to assess introductory-level competence on PLO #1: Taylor Alvarado Stefano Berrios British Beyer John Blizzard Bailey Bosworth Joy Chao Eunice Cho Jason Chung Danielle Croner Soren Dion-Kindem Scout Easley</b></p>	
--	--	--	--	--

			<p>James Gehrels  Ashley Hawkins  Hope Hesslen  Rachelle Holdridge  Isabella Holland  Abigail Honeycutt  Anne Jackson  Arielle Leonard  Mary LUm  Melissa Mallari  Stefan Menichella  Andrew Park  Hunter Peters  Jenna Powell  Gabriella Robison  Dallas Thompson  Elizabeth Villagomez  Vanessa Wang  Rebecca Want  Savannah Wix</p>		
<p>2012</p> <ol style="list-style-type: none"> <li>1. PLO 1: describe and analyze relevant theories, philosophies and practices of communication and public relations.</li> <li>2. PLO 2: communicate their thoughts clearly, succinctly and persuasively in textual, visual and oral formats using appropriate style for the situation and medium involved.</li> <li>3. PLO 3: critically evaluate their own work and that of others for accuracy, clarity, appropriate style, grammatical correctness and sensitivity.</li> <li>4. PLO 4: demonstrate ethical research, planning and execution of public relations efforts and be able to discuss the ethics of various communication efforts of others, including crisis communication.</li> </ol>		<p>The Public Relations program assessed three PLOs using these primary forms of evidence:</p> <ul style="list-style-type: none"> <li>● Course Objective Alignment Matrices – provides detail on the depth of coverage</li> <li>● (Direct) PR 555 (program capstone) pretests and post-tests for PLO 1</li> <li>● (Direct) Embedded question on PR555 case study rubric for PLO 1</li> <li>● (Direct) PR 555 case study rubric for PLO 2</li> </ul>	<p>Emily Kinsky served as assessment coordinator (revising SLOs, coordinating assessment meetings, and writing the report), before her departure from the university in July 2011. Denise Ferguson assumed assessment responsibilities for the public relations program in August 2011.</p> <p>Adjunct instructors Mike Furtney, Kerry Miller, and Kathy Shores participated in assessment activities (providing data, developing objectives, and working on classroom</p>	<p>The Public Relations Program faculty Implemented the following curricular changes based on findings from the assessment report:</p> <p>-PLO 1: Identified weakness in important knowledge areas: definitions of public relations; similarities and differences with allied field; theories in public relations research and practice, models of public relations, and historic figures in the field. We are addressing this weakness by additional emphasis in these areas both in MSCO 220 (the gateway course to the major) and PR 555 (the capstone)</p> <p>-PLO 2: Examination of capstone theses identified that students merely met acceptable (70%)</p>	<p>2010</p>

		<ul style="list-style-type: none"> <li>● (Direct) Portfolio evaluation in PR 555 for PLO 2</li> <li>● (Direct) PR 555 pre-tests and post-tests for PLO 4</li> <li>● (Indirect) Surveys of PR 555 students</li> <li>● (Indirect) Classroom assessment in PR 555</li> </ul> <p>Example: Program Learning Outcome #1 was evaluated through a post-test of the PR 555 students in both the fall and spring terms. The post-test included 21 openended questions. The results and reflections of the two tests are detailed in the annual report.</p> <p>Program Learning Outcome # 2 was evaluated in the Capstone Course (PR 555) Our faculty assessed this PLO by reading and analyzing senior theses from PR 555. Each faculty member (Furtney, Kinsky, Miller, Shores) was given a rubric to mark student papers based on clear, succinct, persuasive and appropriate writing on a scale of 1 to 5, with 5 being excellent and 1</p>	<p>implementation). Communication Division Chair Ken Waters conducted assessment meetings with public relations faculty, and served as an information resource.</p>	<p>levels in clarity, succinctness, persuasiveness and appropriateness of professional writing. These weaknesses are being addressed by reorganizing public relations curriculum such that the capstone includes the major professional writing assignment rather than an academic case study. This PLO also may be assessed through PR 455 and 505, and through PR 595, the internship.</p> <p>-PLO 4: Identified some weakness in our students' understanding of issues and risk/crisis management and how to make ethical decisions. These topics should be strengthened in PR 455, PR 505, and PR 555 The Program Learning Outcomes were revised based on assessment spring 2011 results.</p>	
--	--	--	---	---	--

		<p><b>being unacceptable. These were direct assessment measures used after the semester ended (thus not connected to grading). This thesis is the current capstone experience for PR majors at Pepperdine. Results are detailed in the Annual Report.</b></p>			
--	--	---	--	--	--

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
----------	--	---	--	--	-----------------------------------	--

SPORT ADMINISTRATION

<p>Yes:</p> <ul style="list-style-type: none"> <li>• <b>Demonstrate an understanding of, and the ability to apply, the fundamental concepts of sport administration, including marketing; financial assessment; media relations; regulatory affairs; personnel; community relations; facility and event management; and public safety and welfare.</b></li> <li>• <b>Evaluate sport administration problems and formulate, communicate and defend recommendations based on the evaluation.</b></li> <li>• <b>Produce clearly written, concise proposal for hosting a major sporting event and deliver well-organized and persuasive oral presentation.</b></li> <li>• <b>Explain how understanding and valuing individual and cultural diversity; maintaining one's moral integrity and personal values enhance the</b></li> </ul>	<p>Published on the Pepperdine website</p>	<p><b>2015-2016 Direct Data</b></p> <ol style="list-style-type: none"> <li>1. Senior Capstone Project assessed with a rubric by the professor and outside experts</li> </ol> <p><b>Indirect Data</b></p> <ol style="list-style-type: none"> <li>1. Senior Survey</li> </ol> <p><b>Authentic Assessment</b></p> <ol style="list-style-type: none"> <li>1. None</li> </ol>	<p><b>2015-2016 Faculty:</b></p> <ul style="list-style-type: none"> <li>• Dr. John Watson Coordinator of assessment process Assessment of written and oral presentations</li> <li>• Dr. Don Shores Review of assessment plan and outcomes</li> <li>• Mr. Ed O'Connor Assessment of Oral Communication</li> <li>• Dr. Ken Waters Evaluation of assessment process</li> </ul> <p>Outside Experts</p> <ul style="list-style-type: none"> <li>• Ms. Jennifer Sandstrom Assessment of written and oral presentations</li> <li>• Ms. Karina Herold Assessment of written and oral presentations</li> </ul>	<p><b>2015-2016</b></p> <ol style="list-style-type: none"> <li>1. Strategies are underway to identify SPAD 280, Introduction to Sport Administration, as a writing intensive course with additional expectations on oral presentations</li> <li>2. Offer a sport administration research course that will also emphasize writing and oral presentation skills</li> <li>3. More clear instructions and more specific rubrics will be prepared for the SPAD 480 capstone project</li> </ol>	<p>Academic Year-New Program</p> <p>Next review 2016 - 2017</p>
--	--	--	--	---	---

<p><b>effectiveness and decision making process of the sport leader.</b></p>			<p>Students</p> <ul style="list-style-type: none"><li>● Ms. Libby Harrigan Assessment of written and oral presentations</li><li>● Mr. David Pelekouda Assessment of written and oral presentations</li><li>● Ms. Amber Wyatt Assessment of written and oral presentations</li></ul>		
<p><b>2012</b> N/A - New Program</p>					