

**Communicative Arts
Quadrennial Report
2016-2020**

| <u>HLC Ref.</u> | <u>Academic Standard & Context</u> | <u>Possible Artifact, Document, or Data Set</u> |
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| <p>1.A1 & 1.A5</p> | <p>Provide the department's mission statement and explain how it fits within the context of our institution. Provide evidence that the mission is clearly articulated through public information, such as purpose, vision, values, goals, plans or priorities.</p> <p>The Communication Arts Department mission is to develop students with active and creative minds (fit mind), a sense of understanding and compassion for others (fit hearts), self-confidence and interpersonal skills (fit body), and the courage and spiritual maturity to act on their beliefs (fit soul). This mission statement is clearly linked with the idea of the fit four within the institution and is connected with all that we do. You can see in the information (Syllabi Audit) that each of our program objects is linked to one of the Fit Four, and each of the class objectives our courses tie back into the Fit Four. It is at the center of CCCK and the center of the Communicative Art Department.</p> | <p>CCCK Catalog - Departmental Page</p> <p>Department's Website: Overview Data Book: Executive Summary (Year 1) Data Book: Executive Summary (Year 2) Data Book: Executive Summary (Year 3) Data Book: Executive Summary (Year 4)</p> <p>Syllabi Syllabi Audit</p> <p>Curriculum: Classroom Projects, Assignments, etc.</p> <p>Department's Website: Outcomes and Opportunities AD03a: Executive Summary (Year 1) AD03a: Executive Summary (Year 2) AD03a: Executive Summary (Year 3) AD03a: Executive Summary (Year 4)</p> |
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| <p>1.B1</p> | <p>Provide evidence of actions and decisions that demonstrate the department and related program's service to the public, not solely the institution or any superordinate entity.</p> <p>If you check the Executive summaries you can see where the department is involved in the community through art, theater and communication. We have worked over the years in helping the community theater and local schools. This year alone we agreed to a partnership next spring with McPherson Community Theater to put up a joint production. Also, in the fall we attended Good Beginnings Preschool and with the help of the art program and some students we made ceramic ornaments with the preschoolers.</p> | <p>Clubs</p> <p>Curriculum: Internships Department's Website: Opportunities Syllabi: Course Objectives Data Book: Executive Summary (Year 1) Data Book: Executive Summary (Year 2) Data Book: Executive Summary (Year 3) Data Book: Executive Summary (Year 4) AD03a: Executive Summary (Year 1) AD03a: Executive Summary (Year 2) AD03a: Executive Summary (Year 3) AD03a: Executive Summary (Year 4)</p> |
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| 1.C1 | <p>Provide evidence that the department and related programs encourage curricular or co-curricular activities that prepare students for informed citizenship and workplace success.</p> <p>The Communicative Arts Department encourages both curricular and co-cirricular activities. In the arts we host art shows and theatrical events. Students are encourage in our classes to attend these events and if they will attend these events enhancing their experience of the arts they can gain extra credit. In Communications many of our students are encourage to get involved in broadcasting and calling games. These are opportunities for them to continue to learn and grow in their fields without being required to by a class. In the Fall of every year I offer credit to those students willing to attend the State Fair and visit a number of artistic site and and bring back pictures and definitions of their experiences.</p> | Perceiving the Arts Syllabus |
| 1.C3 | <p>Provide evidence that the department and related programs foster a climate of respect among all students and faculty from a range of diverse backgrounds, ideas and perspectives.</p> <p>Our syllabi have a freedom of expression section that reflects and states that students will be respect and we hold ourselves accountable to this. Tigers Survey's are also a place for students to voice their concerns and to my knowledge there are not complaints about faculty disrespecting students. Cross cultural Communications is also a course taught within the department that just by examining the syllabus is evident that much time is put into teacher and students understanding and respecting each other.</p> | All Syllabi and Tigers Surveys |
| 2.A2 | <p>Provide evidence that the department and related programs ensure operational integrity in regards to its financial, academic, human resources and auxiliary functions.</p> <p>Our intergrity can be seen through our transparent reporting.</p> | Executive reports and Budget Requests, syllabi, end of year class assessments (Form AD01: Annual Report- Instructor). |
| 2.B1 | <p>Provide evidence that the department and related programs are presented clearly and completely to its students and the public with regard to its programs, requirements, faculty and staff, costs to students, and accreditation relationships.</p> <p>All Information is in the catelog and website.</p> | <p>Department's Website</p> <p>CCCK Catalog</p> |

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| 2.D | <p>Provide evidence of the department and related programs' commitment to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.</p> <p>There are academic freedom sections in all our syllabi.</p> | <p>Syllabi</p> <p>Syllabi Audit Advising Syllabus</p> |
| 2.E2 | <p>Provide evidence that the department and related programs provide effective support services to ensure the integrity of research and scholarly practice conducted by their faculty, staff, and students.</p> <p>The Communicative Arts Department goes above and beyond in this area. Our doors are almost constantly open to students, and in honest students are in our offices discussing anything from assignments, to dorm life, to issues with family probably 10 plus hours a week. Most of the majors have our personal phones numbers and can call with</p> | <p>CCCK Catalog</p> <hr/> <p>Advising Syllabus Office Hours Student Success Tutoring Tutor.com</p> |
| 2.E3 | <p>Provide evidence that the department and related programs provide students with guidance in the ethics of research and use of informational resources.</p> <p>One of the fit four is a fit sould. The Communicative Arts Department feels this ties in very well with the idea of ethics and morals. There is an objective is almost every class that can be seen in the syllabi that ties into the idea of ethics or ethical research. The students are also require to cite resources on all major works, and include those in proper format when submitting their papers.</p> | <p>Syllabi</p> |
| 2.E4 | <p>Provide evidence that the department and related programs enforces the institution's policies on academic honesty and integrity.</p> | |
| 3.A1 | <p>Provide evidence that courses and programs within the department and related programs are current and require levels of student performance appropriate to the credential awarded.</p> <p>We hold true to Blooms and that can be seen within our syllabi.</p> | <p>Best Practice Degree Matrix</p> <p>Department's Minutes</p> |
| 3.A3 | <p>Provide evidence that the department and related programs ensure program quality and learning goals are consistent across all modes of delivery and all locations (main campus, online, and dual credit).</p> <p>We put a lot of time into assessment of our classes and programs. That should be</p> | <p>Syllabi: Assignment Examples and Rubrics</p> <p>Syllabi Matrix Syllabi Audit AD01: Section 2 (Year 1)</p> |

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| | evident in the the documents listed to the right. | AD01: Section 2 (Year 2) AD01: Section 2 (Year 3) AD01: Section 2 (Year 4) |
| 3.B | Provide evidence that the department and related programs offer programs to engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. See Syllabi | Departmental Syllabi |
| 3.B1 | Provide evidence that the general education program appropriately supports your department and related programs' purposes, content and intended learning outcomes. The general education program appropriately supports our department as you will see when comparing the best practices degree matrix. | Department's Website: Offering Best Practice Degree Matrix |
| 3.B3 | Provide evidence of the department and related programs' education recognizing diversity and providing students with growth opportunities and lifelong skills to live and work in a multicultural world. There are assignments in all most every course that reflects back to the fit heart component and living in a diverse world. We also aggressively attack that idea in Cross Cultural Communications. | Curriculum: Examples of Diversity Assignments or Experiences Department's Website: Overview and Opportunities |
| 3.B4 | Provide evidence of the department and related programs' faculty and students contributing to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission. See reports listed to the right. | Curriculum: Articles, Research Reports, Referred Contributions, Presentations. AD01: Student Engagement #2 & 3 (Year 1) AD01: Student Engagement #2 & 3 (Year 2) AD01: Student Engagement #2 & 3 (Year 3) AD01: Student Engagement #2 & 3 (Year 4) AD03a: Summary of accomplishments (Year 1) AD03a: Summary of accomplishments (Year 2) AD03a: Summary of accomplishments (Year 3) AD03a: Summary of accomplishments (Year 4) |
| | Provide evidence that the department and related programs strive to ensure the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. | CCCK Catalog |

3.C1

See documentation to the right.

Department's Website

AD01: Professional Development & Section II: Institutional Assessment (Year 1)

AD01: Professional Development & Section II: Institutional Assessment (Year 2)

AD01: Professional Development & Section II: Institutional Assessment (Year 3)

AD01: Professional Development & Section II: Institutional Assessment (Year 4)

[AD03a: Departmental Profile \(Year 1\)](#)

[AD03a: Departmental Profile \(Year 2\)](#)

[AD03a: Departmental Profile \(Year 3\)](#)

[AD03a: Departmental Profile \(Year 4\)](#)

Provide evidence that the department and related programs have sufficient numbers and continuity of faculty member to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

[Data Book Report: Departmental Profile \(Year 1\)](#)

[Data Book Report: Departmental Profile \(Year 2\)](#)

[Data Book Report: Departmental Profile \(Year 3\)](#)

[Data Book Report: Departmental Profile \(Year 4\)](#)

3.C2

Our roles at CCK are always heavy, but if you look at the data to the right you will see that we balance our loads and tend to our students needs.

[Data Book Report: Student Learning Outcomes \(Year 1\)](#)

[Data Book Report: Student Learning Outcomes \(Year 2\)](#)

[Data Book Report: Student Learning Outcomes \(Year 3\)](#)

[Data Book Report: Student Learning Outcomes \(Year 4\)](#)

[CCK Catalog](#)

Department's Website

Provide evidence that all instructors within the department and related programs are appropriately qualified, including those in dual credit, contractual, and consortial programs

Vita/Resumes

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| <p>3.C3</p> <p>See documentation to the right.</p> | <p>Transcripts Credentialing Files CCCK Catalog AD01 Form (Year 1) AD01 Form (Year 2) AD01 Form (Year 3) AD01 Form (Year 4)</p> |
| <p>3.C4</p> <p>We are evaluated every year through the Tigers Survey. Ms. Goering had the Dean evaluate her this year. I have not had someone in the classroom watch me teach for a while.</p> | <p>Provide evidence of the department and related programs' instructors being regularly evaluated in accordance with established institutional policies and procedures.</p> <p>Institutional Assessment Plan</p> <p>TIGERS Form F02: Peer Classroom Observation Form D01: Evaluation of the Department Chair by Faculty Form F01: Evaluation by the Department Chair Form 00: Faculty Portfolio Outline AD01: Professional Development #2 and 4, Institutional Service #2 (Year 1) AD01: Professional Development #2 and 4, Institutional Service #2 (Year 2) AD01: Professional Development #2 and 4, Institutional Service #2 (Year 3) AD01: Professional Development #2 and 4, Institutional Service #2 (Year 4)</p> |
| <p>3.C5</p> <p>We are always looking for ways to grow and develop. Ms. Goering continues her painting professionally and just last year made a trip to Wyoming to paint and speak at a gallery where she was being represented. All faculty attend professional developemtn meetings. Mr. Gates maintians a Lynda account where he is constantly working on updating his tech skills and completing training.</p> | <p>Provide evidence that the department and related programs have processes and resources for assuring that instructors are current in their discipline and adept in their teaching roles, and how the department supports their professional development.</p> <p>Vita/Resumes</p> |

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| 3.C6 | <p>Provide evidence that the department's instructor's are accessible for student inquiry.</p> <p>All syllabi have our schedules listed and our doors maintain our availability. Our availability is far above the required number of hours by CCCK.</p> | Syllabi |
| 3.D1 | <p>Provide evidence that the institution provides student support service that are suited to meet the needs of students within the department and related programs.</p> <p>See documentation to the right.</p> | <p>Student Success (Online and On-ground)</p> <p>Office Hours</p> <p>Software: tutor.com, Panopto, Turnitin.com, etc.</p> |
| 3.D3 | <p>Provide evidence that the department and related programs provide academic advising that is tailored to meet your students' needs.</p> <p>See documentation to the right. I know all department faculty put in many hours to make sure our students are taken care of.</p> | <p>Advising Syllabi</p> <p>Student Success</p> <p>AD03a: Budget Analysis (Year 1)</p> <p>AD03a: Budget Analysis (Year 2)</p> <p>AD03a: Budget Analysis (Year 3)</p> <p>AD03a: Budget Analysis (Year 4)</p> |
| 3.D4 | <p>Provide evidence that the institution has provided the necessary resources and infrastructure to support the department and related programs' faculty and students' effective teaching and learning.</p> <p>Our budgets have been low recently, but we have done our best to supply materials need for the classrooms. We are thrifty and dedicated to the students. We may have to fight to get things done, but we find a way. We are also teaching our students to be mindful of expense and how to be creative in the process.</p> | <p>Department Inventory</p> <p>Budget Request Form (Year 1)</p> <p>Budget Request Form (Year 2)</p> <p>Budget Request Form (Year 3)</p> <p>Budget Request Form (Year 4)</p> <p>Payment Requests</p> |
| 4.A1 | <p>Provide evidence that the department and related programs maintain a practice of regular program reviews and acts upon its findings.</p> <p>This very report is an example of that. We also do class audits at the end of every year and program check-ups in the AD01 report.</p> | <p>Data Book Report: Departmental Learning Outcomes (Year 1)</p> <p>Data Book Report: Departmental Learning Outcomes (Year 2)</p> <p>Data Book Report: Departmental Learning Outcomes (Year 3)</p> <p>Data Book Report: Departmental Learning Outcomes (Year 4)</p> <p>Department's Minutes</p> <p>Triennial/Quadrennial Reports</p> |

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| 4.A4 | <p>Provide evidence of the department and related programs maintaining and exercising authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs.</p> <p>Provide evidence that the department ensures its dual credit programs are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</p> <p>See documentation to right. I know as department chair I am regularly sent dual credit information to look at.</p> | <p>Syllabi Audit</p> <p>Syllabi Matrix CCCK Catalog</p> <p>Department's Website: Learning Outcomes</p> |
| 4.A5 | <p>Provide evidence that the department and related programs maintain specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>See documentation to right.</p> | <p>Accreditation Certificates and Documentation</p> <p>Department's Website</p> |
| 4.A6 | <p>Provide evidence that the department and related programs evaluate the success of its graduates. Cite indicators that the department considers to be appropriate measures (employment rates, admission rates to advanced degree programs, internships, etc.).</p> <p>See the databook report. Everything is tracked there and we keep in touch with past graduates.</p> | <p>Data Book Report: Executive Summary (Year 1)</p> <p>Data Book Report: Executive Summary (Year 2) Data Book Report: Executive Summary (Year 3) Data Book Report: Executive Summary (Year 4) Data Book Report: Departmental Profile (Year 1) Data Book Report: Departmental Profile (Year 2) Data Book Report: Departmental Profile (Year 3) Data Book Report: Departmental Profile (Year 4)</p> <p>AD01: Students Engagement #4 (Year 1) AD01: Students Engagement #4 (Year 2) AD01: Students Engagement #4 (Year 3) AD01: Students Engagement #4 (Year 4)</p> <p>AD03a: Graduate Placement (Year 1) AD03a: Graduate Placement (Year 2) AD03a: Graduate Placement (Year 3) AD03a: Graduate Placement (Year 4)</p> |

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| <p>4.B1</p> | <p>Provide evidence that the department and related programs have effective processes for assessment of student learning and for achievement of learning goals in academic and co-curricular offerings.</p> <p>We assess class learning outcome every year. We compare them to other like minded classes, and make use of blooms taxonomy. See documentation to the right.</p> | <p>Data Book Report: Departmental Learning Outcomes (Year 1)</p> <p>Data Book Report: Departmental Learning Outcomes (Year 2)</p> <p>Data Book Report: Departmental Learning Outcomes (Year 3)</p> <p>Data Book Report: Departmental Learning Outcomes (Year 4)</p> <p>AD03a: Assessment Summary #2 (Year 1)</p> <p>AD03a: Assessment Summary #2 (Year 2)</p> <p>AD03a: Assessment Summary #2 (Year 3)</p> <p>AD03a: Assessment Summary #2 (Year 4)</p> <p>Departmental Assessment Plan/Handbook</p> <p>AD01: Section II: Course Level Assessment (Year 1)</p> <p>AD01: Section II: Course Level Assessment (Year 2)</p> <p>AD01: Section II: Course Level Assessment (Year 3)</p> <p>AD01: Section II: Course Level Assessment (Year 4)</p> <p>AD03a: Assessment Summary (Year 1)</p> <p>AD03a: Assessment Summary (Year 2)</p> <p>AD03a: Assessment Summary (Year 3)</p> <p>AD03a: Assessment Summary (Year 4)</p> |
| <p>4.B2</p> | <p>Provide evidence that the department and related programs use information gained from assessment to improve student learning.</p> <p>The department reviews data that come to us from sources on the right, and then make changes. This is also evident when we assess our classes at the end of the year, which can be seen in forms AD01.</p> | <p>Department Minutes</p> <p>TIGERS</p> <p>A01-6 Forms</p> <p>Data Book Report: Departmental Learning Outcomes (Year 1)</p> <p>Data Book Report: Departmental Learning Outcomes (Year 2)</p> <p>Data Book Report: Departmental Learning Outcomes (Year 3)</p> <p>Data Book Report: Departmental Learning Outcomes (Year 4)</p> |

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| | | <p>AD01: Section II: Course Level Assessment (Year 1)</p> <p>AD01: Section II: Course Level Assessment (Year 2)</p> <p>AD01: Section II: Course Level Assessment (Year 3)</p> <p>AD01: Section II: Course Level Assessment (Year 4)</p> |
| 4.B3 | <p>Provide evidence that the department and related programs' processes and methodologies used to assess student learning reflect good practice.</p> <p>See documentation to the right.</p> | <p>Departmental Assessment Plan/Handbook</p> <p>Minutes: Departmental Goals</p> <p>AD01: Institutional Assessment (Year 1)</p> <p>AD01: Institutional Assessment (Year 2)</p> <p>AD01: Institutional Assessment (Year 3)</p> <p>AD01: Institutional Assessment (Year 4)</p> |
| 4.C | <p>Provide evidence that the department and related programs pursue educational improvement through goals and strategies that improve retention, persistence, and completion rates within the department.</p> <p>See documentation to the right.</p> | <p>A01-A06 Forms</p> <p>Minutes: Goals</p> <p>Data Book Report: Executive Summary (Year 1)</p> <p>Data Book Report: Executive Summary (Year 2)</p> <p>Data Book Report: Executive Summary (Year 3)</p> <p>Data Book Report: Executive Summary (Year 4)</p> <p>AD03a: Student Persistence & Grad. Rate (Year 1)</p> <p>AD03a: Student Persistence & Grad. Rate (Year 2)</p> <p>AD03a: Student Persistence & Grad. Rate (Year 3)</p> <p>AD03a: Student Persistence & Grad. Rate (Year 4)</p> |
| 5.A2 | <p>Provide evidence that the department's leadership uses data to reach informed decisions that are in the best interest of the department?</p> <p>The department uses regular meetings and seeks counsel from the Dean when looking to make any big decision. Decisions are made based off of data and joint decisions of faculty in the program.</p> | |
| 5.A3 | <p>Provide evidence that the department's faculty, and when appropriate, students are involved in setting academic requirements, policy and processes through effective collaborative structures.</p> <p>See documentation to the right.</p> | <p>A01-A06 Forms</p> <p>Minutes: Departmental, Faculty, & AAAC Minutes</p> <p>AD01: Institutional Assessment (Year 1)</p> <p>AD01: Institutional Assessment (Year 2)</p> |

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| | | AD01: Institutional Assessment (Year 3) AD01: Institutional Assessment (Year 4) |
| 5.B3 | <p>Provide evidence that the department and related programs have a well-developed process in place for budgeting and for monitoring its finances.</p> <p>See documentation to the right.</p> | <p>Budget Request Form (Year 1)</p> <p>Budget Request Form (Year 2)</p> <p>Budget Request Form (Year 3)</p> <p>Budget Request Form (Year 4)</p> <p>Payment Request Forms</p> <p>AD03a: Budget Analysis (Year 1)</p> <p>AD03a: Budget Analysis (Year 2)</p> <p>AD03a: Budget Analysis (Year 3)</p> <p>AD03a: Budget Analysis (Year 4)</p> |
| 5.C | <p>Provide evidence that the department and related programs engage in systematic and integrated planning and improvement (resource allocation, operations evaluation, institutional mission, external effects, student outcomes).</p> <p>See documentation to the right.</p> | <p>Department's Minutes</p> <p>Budget Request Form (Year 1)</p> <p>Budget Request Form (Year 2)</p> <p>Budget Request Form (Year 3)</p> <p>Budget Request Form (Year 4)</p> |
| Additional | Confirm that the department has completed assessment of all AO forms. | AO Assessment Data is completed. |

Syllabus Matrix (Quadrennial)

A minimum of two lower level courses (100-200) and two upper level (300-400) courses along with their objectives are required for each program objective.

Program Objectives

| Course name | Objectives | Assessment | Verification of Rubric |
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| Program Objective #C1 | | | |
| Fit Mind: The student can discuss and summarize the role and development of professional communication media in a free society and in an interconnected world. | | | |
| CO-CO 221 Introduction to Mass Media | Develop effective writing, critical thinking and analytical skills resulting from an awareness of the role mass media plays in society. [C1] (Final Paper) | Rubric For Essays | ✓ |
| CO-CO 216 Digital Publishing and Productions | Analyze and evaluate public knowledge, public opinion, audience needs, or audience interests [C1] [Project 1]. | Rubric For Essays | ✓ |
| CO-CO 412 Persuasion and Argumentation | Formulate arguments and develop message strategies based on audience analysis [C1] (Persuasive Speech Claim of Fact, Value, and Policy) | Oral Presentation Rubric | ✓ |
| CO-CO 340 Public Relations | Knowledgably discuss the origins, purpose, and methods of effective public relations [C1] [Blog Reviews] | Rubric For Essays | ✓ |
| | | | Select from dropdown |
| Program Objective #C2 | | | |
| Fit Heart: The student demonstrates knowledge of how language and images shape thinking and behavior and how each is affected by worldview and culture. | | | |
| CO-CO 221 Introduction to Mass Media | Recognize and dissect bias and cultural influence and translate critical thinking into clear and effective arguments. [C1,C2] (Media Bias Paper) | Rubric For Essays | ✓ |
| CO-CO 211 Principles of Speech | Understand how persuasion techniques influence audience attitudes and behaviors. [C2] [Persuasion Speech] | Oral Presentation Rubric | ✓ |
| CO-CO 340 Public Relations | Select suitable outlets and proper message format for media relations [C2] [Blog]. | Blog Rubric | ✓ |
| CO-CO 320 Cross Cultural Communications | Outline barriers to intercultural communication, adjustment to other cultures, and culture shock. [C2] (Cross Cultural Interview Reflection) | Rubric For Essays | ✓ |

Syllabus Matrix (Quadrennial)

Fit Body: The student can produce industry-quality content in various forms: written, visual, and aural.

Program Objective #C3

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| CO-CO 221 Introduction to Mass Media | Research, analyze and Speak competently about the key areas of the media environment. [C3] (Music Presentation) | Oral Presentation Rubric | ✓ |
| HU-AR 209 Introduction to Photograpy | Operate a fully manual camera, demonstrating how light, color, and time affect photographs. [C3] (Projects 1-5) | Photography Rubric | ✓ |
| CO-CO 340 Public Relations | Develop messages using themes and images that connect with a multicultural audience in local and global campaigns [C3] [Media Kit]. | Newspaper Article Rubric/ PR Brochure Rubic/ Rubric for Essasys | ✓ |
| CO-CO 323 Media Productions 1 | Use contemporary technology appropriate to journalism and broadcast media [C3] (Commercial Project). | Video Rubric | ✓ |

Fit Soul: The Student can evaluate the ethical standards and practices of media professionals in relationship to personal faith, natural law, and public policy.

Program Objective #C4

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| CO-CO 221 Introduction to Mass Media | Develop the ethical values, professional attitudes, and personal skills you need to become future communication professionals. [C4] (Media Bias Paper) | Rubric For Essays | ✓ |
| HU-AR 209 Introduction to Photograpy | Understand and Explain code of ethics of photographers and journalists. [C4] (Ethics Quiz) | Ethics Quiz | ✓ |
| CO-CO 412 Persuasion and Argumentation | Express and defend ethical decision-making practices and their faith [C4] (Personal Evangelism Paper) | Rubric For Essays | ✓ |
| CO-CO 312 Interpersonal Communications | Integrate the tools and coaching into your communication style to improve use of the skills process [C4] (Paper #3, Presentation). | Rubric For Essays/ Oral Presentation Rubric | ✓ |

Syllabi Audit (Quadrennial)

| Departmental Course List | Date Last Taught | Date Last Updated | Evaluation | If, "not yet in compliance" provide date when it will be brought into compliance |
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| Advising Syllabus | FA19 | FA19 | In compliance | |
| CO-AP 391 Readings in Communication | N/A | N/A | Not yet in compliance | SP22 |
| CO-AP 393 Junior Project (Communication) | N/A | N/A | Not yet in compliance | SP22 |
| CO-AP 395 Practicum [Communication] | FA19 | FA19 | In compliance | |
| CO-AP 495 Internship [Communication] | SU19 | SU19 | In compliance | |
| CO-AP 498 Thesis [Communication] | N/A | N/A | Not yet in compliance | SP22 |
| CO-CO 499 Portfolio | SP20 | SP20 | In compliance | |
| CO-CO 114 Oral Interpretation | N/A | N/A | Not yet in compliance | SP22 |
| CO-CO 216) Digital Publishing and Productions | SP19 | SP19 | In compliance | |
| CO-CO 416 Digital Publishing and Productions | N/A | N/A | Not yet in compliance | SP22 |
| CO-CO 211 [G] P) Principles of Speech | FA19 | FA19 | In compliance | |
| CO-CO 220 [G] Film Studies | N/A | N/A | Not yet in compliance | SP22 |
| CO-CO 221 Introduction to Mass Media | FA19 | FA19 | In compliance | |
| CO-CO 311 P) Advanced Professional Comm. | N/A | N/A | To be removed from catalog | |
| CO-CO 312 Interpersonal Communication | SP20 | SP20 | In compliance | |
| CO-CO 320 Cross Cultural Communication | SP20 | SP20 | In compliance | |
| CO-CO 323 Media Production I | FA19 | FA19 | In compliance | |
| CO-CO 340 Public Relations | FA19 | FA19 | In compliance | |
| CO-CO 412 P) Persuasion/Argumentation | SP20 | SP20 | In compliance | |
| CO-CO 423 Media Production II | SP20 | SP20 | In compliance | |
| CO-CO 428 Ethics in Media | N/A | N/A | Not yet in compliance | SP22 |
| CO-SM 491 Senior Seminar [Communication] | N/A | N/A | To be removed from catalog | |
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| HU-TH 101 [G] P) Theatre Performance | SP16 | SP16 | In compliance | |
| HU-TH 201 [G] P) Theatre Performance | SP16 | SP16 | In compliance | |
| HU-TH 401 [G] P) Theatre Performance | N/A | N/A | Not yet in compliance | SP22 |
| HU-TH 105 [G] Theatre Production: Blocking & Choreography (2) WI | | | Not yet in compliance | SP22 |
| HU-TH 205 [G] Theatre Production: Makeup & Costumes (2) WI | | | Not yet in compliance | SP22 |
| HU-TH 305 [G] Theatre Production: Design & Effects (2) WI | | | Not yet in compliance | SP22 |
| HU-TH 405 [G] Theatre Production: Stage & Technical Management | SU14 | SU14 | Not yet in compliance | SP22 |
| HU-TH 107 [G] Acting I | FA16 | FA16 | In compliance | |
| HU-TH 112 [G] Introduction to Theatre | FA17 | FA17 | In compliance | |
| HU-TH 204 Stage Movement | SP19 | SP19 | In compliance | |
| HU-TH 207 [G] P) Acting II | FA16 | FA16 | In compliance | |
| HU-TH 210 [G] Stagecraft I | FA16 | FA16 | In compliance | |
| HU-TH 310 [G] P) Stagecraft II | SP17 | SP17 | In compliance | |
| HU-TH 325 P) Religious Drama | SP12 | SP12 | Not yet in compliance | SP22 |
| HU-TH 333 Theatrical Design | N/A | N/A | Not yet in compliance | SP22 |
| HU-TH 345 P) Stage Directing | SP17 | SP17 | In compliance | |
| HU-TH 391 Readings in Theatre | N/A | N/A | To be removed from catalog | |

Syllabi Audit (Quadrennial)

| | | | | |
|------------------------------------------------------------------|------|------|----------------------------|------|
| HU-TH 395 Practicum [Theater] | N/A | N/A | To be removed from catalog | |
| HU-TH 421 [G] P) Advanced Acting | SP11 | SP11 | Not yet in compliance | SP22 |
| HU-TH 430 Play Readings | FA14 | FA12 | Not yet in compliance | SP22 |
| HU-TH 495 Internship [Theatre] | N/A | N/A | To be removed from catalog | |
| HU-TH 498 Thesis | N/A | N/A | To be removed from catalog | |
| | | | | |
| HU-AP 350 Applied Humanities: Art | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 100 Perceiving the Arts: An Introduction to the Humanities | SP20 | SP20 | In compliance | |
| HU-AR 101 Art Appreciation | SP17 | SP17 | In compliance | |
| HU-AR 103 Drawing I | SP20 | SP20 | In compliance | |
| HU-AR 104 Drawing II | FA19 | FA19 | In compliance | |
| HU-AR 105 Painting I-Acrylics | FA19 | FA19 | In compliance | |
| HU-AR 106 Painting I-Oils | SP20 | SP20 | In compliance | |
| HU-AR 120 Fundamentals of Design | SP17 | SP17 | In compliance | |
| HU-AR 130 Fundamentals of Ceramics | FA19 | FA19 | In compliance | |
| HU-AR 203 Electronic Digital Imaging | FA19 | FA19 | In compliance | |
| HU-AR 205 Painting II-Acrylics | FA16 | FA16 | In compliance | |
| HU-AR 206 Painting II-Oils | SP17 | SP17 | In compliance | |
| HU-AR 207 Color Theory | FA16 | FA16 | In compliance | |
| HU-AR 208 Portraiture | SP15 | SP15 | In compliance | |
| HU-AR 209 Introduction to Photography | FA18 | FA18 | In compliance | |
| HU-AR 212 Electronic Illustration | SP20 | SP20 | In compliance | |
| HU-AR 213 Electronic Publishing | SP19 | SP19 | In compliance | |
| HU-AR 220 Stained Glass | SP20 | SP20 | In compliance | |
| HU-AR 301 Art for Illustration | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 303 Intermediate Drawing | SP20 | SP20 | In compliance | |
| HU-AR 304 Photoshop for Artists (2) | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 305 Intermediate Acrylics (2) | FA16 | FA16 | In compliance | |
| HU-AR 306 Intermediate Oils | SP17 | SP17 | In compliance | |
| HU-AR 308 Murals | SP17 | SP17 | In compliance | |
| HU-AR 309 Intermediate Photography | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 320 Stained & Leaded Glass | SP19 | SP19 | In compliance | |
| HU-AR 330 Studio Ceramics | FA19 | FA19 | In compliance | |
| HU-AR 355 Art and Architecture | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 391 Readings in Art | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 395 Practicum [Art] | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 403 Advanced Drawing | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 405 Advanced Acrylics | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 406 Advanced Oils | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 491 Senior Seminar [Art] | SP19 | SP19 | Not yet in compliance | SP22 |
| HU-AR 493 Research Project [Art] | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 495 Internship [Art] | N/A | N/A | Not yet in compliance | SP22 |
| HU-AR 498 Thesis [Art] | N/A | N/A | In compliance | |

Best Practice Degree Assessment (Quadrennial)

Communications

| <u>Central Courses</u> | <u>Tabor College</u> | <u>Kansas State University</u> | <u>Roberts Wesleyan</u> |
|-----------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| General Education Program | | | |
| First year Sem | EN 101-G English Composition | https://www.k-state.edu/kstate8/description/s.html | Arts Course (3 options) |
| English Comp 1 English Comp 2 | EN 211-G English Composition and Literature CO 131-G Public Speaking | https://www.k-state.edu/kstate8/uge/ | Arts Course (3 options) Behavioral Science |
| Communications Course Science Course | <u>Choose one of the following:</u> MA 105-G College Algebra | | Hist, Eco, Soc Sci Elect Old Testament |
| Math Course | Choose one of the following: CO 201-G Intercultural Communication | | New Testament |
| History Course | SO 355-G Cultural Anthropology and Diversity | | Principles of Speech |
| Behavioral Science Course | Any approved IAE trip (any 295-G/495-G or 296-G/496-G) | | Principles of Writing |
| Arts Course Humanities Course | <u>AND</u> TC 101 Introduction to the Tabor Experience (first-time freshmen) OR | | Writing and Research Intro to Computers |
| Wellness Course | TC 310 College, Christianity, and Culture (transfer) | | First Year Sem. |
| Philosophy Course | RS 110-G Bible, Community, and Culture | | Western Civ. 1 or 2 |
| Worldview Course | <u>Followed by one of the following:</u> | | Intro to Lit or 200 Lev. Survey |
| Biblical Lit. Course | RS 202-G Life and Teachings of Jesus | | Statistics |
| Professional Portfolio | RS 203-G Prophets and Kings | | Fitness for Life |
| Senior Portfolio | RS 204-G The Gospel of John RS 212-G Life and Teachings of Paul RS 213-G Poets and Sages | | Physical Ed. Skills Phil & Ethical Issues 3 - Foreign Language Lab science |

Best Practice Degree Assessment (Quadrennial)

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| | <p style="text-align: center;"><u>Followed by:</u> RS 400-G Christian Faith in Contemporary Culture OR TC 101 Introduction to the Tabor Experience (first-time freshmen) OR TC 310 College, Christianity, and Culture (transfer) PL 110-G Worldviews in Christian Perspective</p> <p style="text-align: center;"><u>Followed by:</u> PL 263-G Christian Ethics</p> <p style="text-align: center;"><u>Followed by:</u> RS 400-G Christian Faith in Contemporary Culture</p> | | |
| Core | | | |
| <p>CO-CO 221 Intro to Mass Media CO-CO 312 Interpersonal Communications</p> <p>CO-CO 323 Media Productions</p> <p>CO-CO 340 Public Relations CO-CO 412 Persuasion and Argumentation CO-CO 216 Digital publishing and Production Practicum/ Internship CO-CO Media Production II CO-AP 499 Portfolio</p> <p><u>DIGITAL ARTS CORE</u> HU-AR Electronic Digital Imaging</p> <p>HU-AR 209 Introduction to Photography HU-AR 213 Electronic Publishing</p> | <p>CO 102-G Introduction to Mass Communication CO 131-G Public Speaking</p> <p>CO 201-G Intercultural Communication</p> <p>CO 223 Mass Media Writing I CO 301 Theories of Communication</p> <p>CO 412 Senior Seminar</p> | <p>COMM 320 Theories of Human Communication COMM 330 - Rhetoric in Western Thought</p> <p>COMM 431 - Criticism of Public Discourse Credits: Or COMM 433 - Communication Research Methods COMM 550 - Senior Colloquium or COMM 551 - Senior Honors Thesis Communication studies electives (15 credit hours)</p> | <p>CMC 201 Intro to Comm. Arts CMC 301 Lang. Linguistics and Hmn Identity</p> <p>Prin of Persuasion and Criticism</p> <p>CMC 401 Decision Making Ethics CMC 4 A 400-level theory course</p> <p>CMC 450 Internship CMC 451 Seminar</p> |

Best Practice Degree Assessment (Quadrennial)

| Emphasis | | | |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------|
| | Supporting Courses – Minimum of 22 hours from at least two categories listed below: | Legal communication (12 credit hours) | |
| <u>MASS MEDIA</u> | <u>Category A:</u> | | Distribution Courses |
| CO-CO 320 Cross Cultural Communications | | COMM 260 - Introduction to Trial Advocacy | <u>(A) THEORY (6-9)</u> |
| BS-MG 311 Advanced Professional Communications | CO 225/226/425/426 Journalism Participation | COMM 325 - Argumentation and Debate | CMC 303 Communication & Gender 3 |
| HU-AR Electronic Illustration | CO 310 Mass Media Writing II | COMM 326 - Small Group Discussion Methods | CMC 306 Communication in the Clssrm 3 |
| | CO 315 Topics in Communication | COMM 431 - Criticism of Public Discourse | CMC 333 History of Amrcn Public Addr 3 |
| | CO 323 Communication Law and Ethics | COMM 430 - Freedom of Speech | CMC 405 Organizational Com & Ldrsp 3 |
| <u>SPORTS COMMUNICATION</u> | | COMM 460 - Advanced Trial Advocacy | CMC 409 Classical & Mdrn Rhetoric 3 |
| SP-SM 315 Sport Marketing | EN 301 Descriptive Linguistics | COMM 475 - Legal Communication | CMC 410 Sp Topics in Rhetoric & Crit 3 |
| SP-SM Sport Law | EN 302 Modern English Grammar | COMM 525 - Argumentation Theory | <u>(B) Speaking (3-6 Hrs)</u> |
| Practicum/ internship | EN 305-G Professional Writing | COMM 526 - Persuasion | CMC 205 Interpersonal & Nonvrbl Com 3 |
| | EN 306 Studies in Rhetoric | | CMC 206 Cross-Cltrl Communication 3 |
| <u>PUBLIC RELATIONS</u> | <u>Category B:</u> | <u>Organizational communication (12 credit hours)</u> | CMC 207 Argumentation & Debate 3 |
| BS-MG 351 Principles of Management | BA 329 Principles of Marketing | COMM 311 - Business and Professional Speaking | CMC 310 Oral Interp, Diction & Dlrvy 3 |
| BS-MG 311 Advanced Professional Communications | BA 415 Human Resource Management | COMM 326 - Small Group Discussion Methods | |
| BS-MG 352 Principles of Marketing | CO 360 Group Communication and Decision Making | COMM 425 - Theories of Organizational Communication | <u>(C) Writing (3-6 Hrs)</u> |
| | CO 395 Principles of Public Relations | COMM 480 - Intercultural Communication | CMC 321 Journalism 3 |
| | CO 440 Communication Internship | COMM 535 - Communication and Leadership | CMC 351 Analysis & Crit in Ctmp Cltr 3 |
| | EN 305-G Professional Writing | | CMP 320 Creative Writing 3 |
| | RS 352 Conflict and Reconciliation | | CMC 304 Foundations of Public Relations |

Best Practice Degree Assessment (Quadrennial)

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|-----------------------------------------|---------------------------------------------------|---------------------------------------------------------|
| <u>Category C:</u> | <u>Political communication (12 credit hours)</u> | CMC 307 The Communication Scholar: Writing and Research |
| AR 106-G Basic Photography | COMM 325 - Argumentation and Debate | <u>(D) Media (3 Hrs)</u> |
| AR 241-G Introduction to Graphic Design | COMM 434 - Rhetoric and Social Movements | CMC 202 Intr to Media 3 |
| AR 235-G Basic Typography | COMM 435 - Political Communication | CMC 275 Introduction to Digital Video 3 |
| AR/CO 352 Digital Storytelling | COMM 470 - Rhetoric of Community Building | ART 105 Electronic Foundations 3 |
| CO 315 Topics in Communication | COMM 525 - Argumentation Theory | ART 273 Intro to Digital Imaging 3 |
| EN 303 Creative Writing | COMM 526 - Persuasion | ART 281 Web Design 3 |
| TH 203-G Introduction to Theater | COMM 545 - Communication and Democracy | |
| TH 230-G Acting I | <u>Relational communication (12 credit hours)</u> | |
| TH 234/334 Drama Participation | COMM 322 - Interpersonal Communication | |
| TH 433 Performance in Cultural Context | COMM 323 - Nonverbal Communication | |
| | COMM 420 - Gender Communication | |
| | COMM 480 - Intercultural Communication | |
| | COMM 526 - Persuasion | |
| | COMM 542 - Relational Communication | |