

## **2021 Report on Changes and Decisions within the Global Communication Program over the Past Three Years.**

There have been many changes over the last three years. Below is a list of some of the most significant that input for our assessment process has influenced.

1. Our assessment process brought to our attention that some aspects of the Global Communication Practicum (the capstone experience for this major) were confusing for our students, even though the general experience was extremely valuable. Over the last year the faculty tied to the Global Communication program met regularly and redesigned and simplified the practicum process. Essentially now students have three options that are clearly laid out in our program material. The forms and steps involved in the practicum have also been simplified. In addition, it used to be that we spread the faculty advising for these practicums across all of the departmental faculty (including languages) and not all of them were invested in this program, so we have made sure that only faculty completely invested in the program do practicum advising. We have also created a Canvas shell that all faculty and students working on their practicum are signed into. This shell has many useful examples and points of information that have greatly reduced the confusion that used to exist. We will continue to monitor this.
2. Based on the feedback related to which classes were working for students and which were not, we have revamped the requirements for this major. We still have a strong focus on intercultural relationships, but now we have emphasized the communication courses even more. Our review of the practicum papers we use in our assessment process and the alumni surveys indicated that this is where the key learning was taking place; plus as a department we had more control over these courses. So we reduced the number of courses outside of the department that were required and increased the courses internal to the department. We have refocused the communication courses around the core cultural classes and also three thematic areas (Interpersonal Communication, Public Discourse, and Organizational Communication). We have kept areas of strength related to ethics and advanced language skills.

Our regular assessment of how we are doing and listening to and evaluating our students has proven to be valuable to inform these changes.