

2017-2018 Assessment Cycle COLA_Communication MS

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

The Department of Communication embraces the mission and values of ACEJMC and UL Lafayette, to provide students with an exceptional educational experience that is (a) informed by diverse worldviews; (b) grounded in understanding of historical tradition; and (c) engaged with an ever-broadening spectrum of cultural perspectives in modern global society. The Department executes its mission by developing leaders, innovators and scholars who are well equipped to take part in improving the human condition.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Graduate students understand the principles of communication research.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Thesis	For thesis track candidates, at least 80% of students score meet or exceed expectations on a review of the methodology chapter of their thesis proposal or their final thesis as determined by responses made on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: Theses archived by year, not academic year.]	
	Direct - Writing Exam	For comprehensive exam/project track candidates, at least 80% of students meet or exceed expectations on their research comprehensive exam.	

Goal/Objective	Graduate students understand the principles of communication theory.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Thesis	For thesis track candidates, at least 80% of students meet or exceed expectations on a review of the theory component of the literature review chapter of their thesis proposal or their final thesis as determined by responses made on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: Theses archived by year, not academic year.]	
	Direct - Writing Exam	For comprehensive exam/project track candidates, at least 80% of students meet or exceed expectations on their theory comprehensive exam.	

Goal/Objective	Graduate students understand the principles of their selected specialization in communication.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Thesis	For thesis track candidates, at least 80% of students meet or exceed expectations on a review of the specialization component of the literature review chapter of their thesis proposal or their final thesis as determined by responses made on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: These archived by year, not academic year.]	
	Direct - Writing Exam	For comprehensive exam/project track candidates, at least 80% of students meet or exceed expectations on their specialization comprehensive exam.	

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

Our program's overall plan for improving student learning and/or operations are to review the current approach via informal interviews of students and faculty, review assessment data, meet (in fall 2018) to discuss improving our approach to delivery, and then implementing that change in 2019. We expect to achieve a more streamlined master's degree that will run more efficiently, while serving our students' needs more completely. Prior and current initiatives may lead to developments in converged curriculum as well as possible online options. Since we are a small program (30-40 students), we plan to use qualitative as well as quantitative data to help guide our approach to improvement. Data will be shared via the department administration with department graduate faculty and university administration where appropriate.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Graduate students understand the principles of communication research.(Imported)

Goal/Objective	Graduate students understand the principles of communication research.(Imported)			
Legends	SLO - Student Learning Outcome/Objective (academic units);			
Standards/Outcomes				
Assessment Measures	Assessment Measure		Criterion	
	Direct - Thesis	For thesis track candidates, at least 80% of students score meet or exceed expectations on a review of the methodology chapter of their thesis proposal or their final thesis as determined by responses made on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: Theses archived by year, not academic year.]		
	Direct - Writing Exam	For comprehensive exam/project track candidates, at least 80% of students meet or exceed expectations on their research comprehensive exam.		
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments
	Direct - Thesis	Has the criterion For thesis track candidates, at least 80% of students score meet or exceed expectations on a review of the methodology chapter of their thesis proposal or their final thesis as determined by responses made on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: Theses archived by year, not academic	For 2017, 100% of students met or exceeded expectations on a review of their final thesis methodology by the graduate program coordinator. Two theses were produced in 2017 (FA17/SP18/SU18) - Student 01 - Student 02	

		year.] been met yet?			
	Direct - Writing Exam	Has the criterion For comprehensive exam/project track candidates, at least 80% of students meet or exceed expectations on their research comprehensive exam. been met yet?	For 2017, 9 students took exams once in FA17. Two students retook the the research exam in SP18 because they failed (scored below 75/100) it in fall. They failed it again in spring. Two different Ns are reported below. Original take only (N = 9) and original plus two students retaking the exam (N = 11). Based on an N of 9, 56% of students met or exceeded expectations on a review of their research exam. Based on an N of 11, 44% of students met or exceeded expectations on a review of their research exam. Fall 17 Exams - Student 01: 60/100 - Student 02: 65/100 - Student 03: 84/100 - Student 04: 80/100 - Student 05: 98/100 - Student 06: 87/100 - Student 07: 75/100 - Student 08: 60/100 - Student 09: 80/100 Spring 18 Exams - Student 01: (retake) 62/100 - Student 02: (retake) 55/100		

Assessment List Findings for the Assessment Measure level for Graduate students understand the principles of communication theory.(Imported)

Goal/Objective	Graduate students understand the principles of communication theory.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

	Assessment Measure	Criterion			
	Direct - Thesis	For thesis track candidates, at least 80% of students meet or exceed expectations on a review of the theory component of the literature review chapter of their thesis proposal or their final thesis as determined by responses made on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: Theses archived by year, not academic year.]			
	Direct - Writing Exam	For comprehensive exam/project track candidates, at least 80% of students meet or exceed expectations on their theory comprehensive exam.			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Thesis	Has the criterion For thesis track candidates, at least 80% of students meet or exceed expectations on a review of the theory component of the literature review chapter of their thesis proposal or their final thesis as determined by responses made on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: Theses archived by year, not academic year.] been met yet?	For 2017, 100% of students met or exceeded expectations on a review of their final thesis literature review by the graduate program coordinator. Two theses were produced in 2017 (FA17/SP18/SU18) - Student 01 - Student 02		
	Direct - Writing Exam	Has the criterion For comprehensive exam/project track candidates, at least 80% of students meet or exceed expectations on their theory comprehensive exam. been met	For 2017/2018, 100% of students met or exceeded expectations on their theory exam. Fall 17 Exams - Student 01: 85/100 - Student 02: 85/100 - Student 03: 80/100 - Student 04: 90/100 - Student 05: 90/100 -		

		yet?	Student 06: 85/100 - Student 07: 95/100 - Student 08: 80/100 - Student 09: 98/100 Spring 18 Exams - No comprehensive theory exams were taken.		
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Assessment List Findings for the Assessment Measure level for Graduate students understand the principles of their selected specialization in communication.(Imported)

Goal/Objective	Graduate students understand the principles of their selected specialization in communication.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
	Direct - Thesis	For thesis track candidates, at least 80% of students meet or exceed expectations on a review of the specialization component of the literature review chapter of their thesis proposal or their final thesis as determined by responses made on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: Theses archived by year, not academic year.]			
	Direct - Writing Exam	For comprehensive exam/project track candidates, at least 80% of students meet or exceed expectations on their specialization comprehensive exam.			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Thesis	Has the criterion For thesis track candidates, at least 80% of students meet or exceed expectations on a review of the specialization component of the literature review chapter of their thesis proposal or their final thesis as determined by responses made	For 2017, 100% of students met or exceeded expectations on a review of the specialization component of their final thesis literature review by the graduate program coordinator. Two theses were produced in 2017 (FA17/SP18/SU18) - Student 01 - Student 02		

		<p>on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: Theses archived by year, not academic year.] been met yet?</p>			
	<p>Direct - Writing Exam</p>	<p>Has the criterion For comprehensive exam/project track candidates, at least 80% of students meet or exceed expectations on their specialization comprehensive exam. been met yet?</p>	<p>For 2017, 9 students took exams once in FA17. One student retook the the specialization exam in SP18 because she failed (scored below 75/100) it in fall. She failed it again in spring. Two different Ns are reported below. Original take only (N = 9) and original plus two students retaking the exam (N = 10). Based on an N of 9, 67% of students met or exceeded expectations on a review of their research exam. Based on an N of 10, 60% of students met or exceeded expectations on a review of their research exam. Fall 17 Exams - Student 01: 75/100 - Student 02: 55/100 - Student 03: 90/100 - Student 04: 98/100 - Student 05: 91/100 - Student 06: 100/100 - Student 07: 98/100 - Student 08: 25/100 - Student 09: 100/100 Spring 18 Exams - Student 02: (retake) 70/100</p>		

Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings

Discussed informally (selected)

Other (explain in text box below)

Graduate program coordinator discussed with department head.

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee

Other faculty / staff

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Our revision to our approach to comprehensive exam administration has generally offered an improved assessment of the understanding of student learning. Occasionally, some students simply are unable to grasp in an examination format concepts taught to them in the seminars. In the case of our student that failed the research exam (but did not take the other exams), her situation was somewhat unique in that she was returning to take exams over material she studied in the classroom several years ago. The research exam was her third retake of this material. Other students have generally done very well with this format.

We continually raised the quality standards for MS theses. This has resulted in an increased rate of submission and rate of acceptance for student-authored or student/faculty co-authored papers based on theses. We have also been able to place our MS graduates in prestigious PhD programs across the country, from U of Florida to Colorado State U. University of Alabama, which hosts one of the top Communication programs among the public schools, has consistently accepted our MS graduates for the past three years. We still need to work on refining our measurement procedures, so that they are more streamlined with the daily activity of the faculty.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked

to assessment data and follow-up analysis.

We were pleased to discover that both thesis and comprehensive exam results provide valuable data that can be used for SACS accreditation purposes. This data is both measurable, and direct. Further, we already have the procedure in place for gathering it. The data offers valuable insights into our effectiveness to meet program goals and objectives.

Attachments (optional)

Upload any documents which support the program / department assessment process.