

# 2017-2018 Assessment Cycle COLA\_Strategic Communication BA - Public Relations

## 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."*

#### Mission

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                 | Graduating seniors should have the skills and abilities needed for entry-level work in public relations professions, as judged by internship supervisors.(Imported)  |           |             |                    |           |             |                                |   |  |
|--------------------------------|--|-----------|-------------|--------------------|-----------|-------------|--------------------------------|---|--|
| Legends                        | SLO - Student Learning Outcome/Objective (academic units);   |           |             |                    |           |             |                                |   |  |
| Standards/Outcomes             |  |           |             |                    |           |             |                                |   |  |
| Assessment Measures            | <table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Internship Evaluation</td> <td>Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments:</td> <td></td> </tr> </tbody> </table> |           |             | Assessment Measure | Criterion | Attachments | Direct - Internship Evaluation | Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments: |  |
|                                | Assessment Measure   | Criterion | Attachments |                    |           |             |                                |   |  |
| Direct - Internship Evaluation | Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments:  |           |             |                    |           |             |                                |   |  |
|                                |  |           |             |                    |           |             |                                |   |  |

| Goal/Objective      | Graduating seniors should build specialized portfolios that reflect their ability to apply the knowledge obtained in the program.(Imported)  |           |             |                    |           |             |                    |   |  |
|---------------------|--|-----------|-------------|--------------------|-----------|-------------|--------------------|---|--|
| Legends             |  |           |             |                    |           |             |                    |   |  |
| Standards/Outcomes  |  |           |             |                    |           |             |                    |   |  |
| Assessment Measures | <table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Portfolio</td> <td>As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community.</td> <td></td> </tr> </tbody> </table> |           |             | Assessment Measure | Criterion | Attachments | Direct - Portfolio | As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community. |  |
|                     | Assessment Measure   | Criterion | Attachments |                    |           |             |                    |   |  |
| Direct - Portfolio  | As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community.  |           |             |                    |           |             |                    |   |  |
|                     |  |           |             |                    |           |             |                    |   |  |

|  |  |
|--|--|
|  |  |
|--|--|

|                     |  |   |                    |
|---------------------|--|---|--------------------|
| Goal/Objective      | 80% of PR graduates will indicate they learned Quite a Bit or Very Much on each of the twelve ACEJMC core values and competencies. |   |                    |
| Legends             | SLO - Student Learning Outcome/Objective (academic units);   |   |                    |
| Standards/Outcomes  |  |   |                    |
| Assessment Measures | <b>Assessment Measure</b>  | <b>Criterion</b>  | <b>Attachments</b> |
|                     | Indirect - Exit Interviews   | Exit surveys assess a variety of results, competencies and values. Each value and competency is measured on a 4-point scale; 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much. The core values and competencies include: 1) Principles and laws of freedom of speech and press, 2) The history and role of professionals and institutions in shaping communications, 3) Diversity of gender, race, ethnicity, sexual orientation, and others in the domestic society, 4) Diversity of groups in a global society in relationship to communication, 5) Concepts, theories, and their application in the use and presentation of images and information, 6) Professional ethics and/or working ethically in pursuit of truth, accuracy, fairness and diversity, 7) Thinking critically, creatively and independently, 8) Conducting research and/or evaluating information by methods appropriate to your future profession, 9) Writing correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes you are preparing to serve, 10) Critically evaluating your own work and that of others for accuracy, fairness, style, and grammatical correctness, 11) Applying basic numerical and/or statistical concepts, 12) Applying tools and technologies appropriate for the communications professions in which you would like to work. |                    |

|                     |   |                  |                    |
|---------------------|---|------------------|--------------------|
| Goal/Objective      | 80% of PR graduating seniors will indicate satisfaction with the program. |                  |                    |
| Legends             |   |                  |                    |
| Standards/Outcomes  |   |                  |                    |
| Assessment Measures | <b>Assessment Measure</b>   | <b>Criterion</b> | <b>Attachments</b> |
|                     |   |                  |                    |

|  |                            |  |  |  |
|--|----------------------------|--|--|--|
|  | Indirect - Exit Interviews |  |  |  |
|--|----------------------------|--|--|--|

### 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

## Results & Improvements (due 9/15/18)

### Results and Improvement Narratives

**Assessment List Findings for the Assessment Measure level for Graduating seniors should have the skills and abilities needed for entry-level work in public relations professions, as judged by internship supervisors.(Imported)**

| Goal/Objective                 | Graduating seniors should have the skills and abilities needed for entry-level work in public relations professions, as judged by internship supervisors.(Imported)  |  |                    |           |                                |   |
|--------------------------------|--|--|--------------------|-----------|--------------------------------|---|
| Legends                        | SLO - Student Learning Outcome/Objective (academic units);   |  |                    |           |                                |   |
| Standards/Outcomes             |  |  |                    |           |                                |   |
| Assessment Measures            | <table border="1" data-bbox="383 1587 1511 1852"> <thead> <tr> <th data-bbox="383 1587 602 1656">Assessment Measure</th> <th data-bbox="602 1587 1511 1656">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="383 1656 602 1852">Direct - Internship Evaluation</td> <td data-bbox="602 1656 1511 1852">Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments:</td> </tr> </tbody> </table> |  | Assessment Measure | Criterion | Direct - Internship Evaluation | Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments: |
| Assessment Measure             | Criterion  |  |                    |           |                                |   |
| Direct - Internship Evaluation | Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments:  |  |                    |           |                                |   |
| Assessment Findings            |  |  |                    |           |                                |   |

| Assessment Measure             | Criterion   | Summary  | Attachments of the Assessments | Improvement Narratives   |
|--------------------------------|---|--|--------------------------------|--|
| Direct - Internship Evaluation | Has the criterion<br>Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations<br>Attachments : been met yet?<br>Met | Forty interns averaged 3.8 on a 4-point scale. Only five students (16%) scored below an A; 84% scored A or better. Therefore, the criterion for 2017-2018 was met. | 2017_2018_PR_Intern_Evals.csv  | - Assessment Process:<br>Continuous monitoring:<br>The sequence should continue to monitor the internship program for any issues that may arise in the future. |

**Assessment List Findings for the Assessment Measure level for Graduating seniors should build specialized portfolios that reflect their ability to apply the knowledge obtained in the program.(Imported)**

|                |   |
|----------------|---|
| Goal/Objective | Graduating seniors should build specialized portfolios that reflect their ability to apply the knowledge obtained in the program.(Imported) |
|----------------|---|

|                     |                           |   |   |  |  |
|---------------------|---------------------------|---|---|--|--|
| Legends             |                           |   |   |  |  |
| Standards/Outcomes  |                           |   |   |  |  |
| Assessment Measures |                           |   |   |  |  |
|                     | <b>Assessment Measure</b> | <b>Criterion</b>  |   |  |  |
| Assessment Findings | Direct - Portfolio        | As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community. |   |  |  |
|                     | <b>Assessment Measure</b> | <b>Criterion</b>  | <b>Summary</b>  | <b>Attachments of the Assessments</b>  | <b>Improvement Narratives</b>  |
|                     | Direct - Portfolio        | Has the criterion As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products   | Twenty-eight PR seniors submitted portfolios for review. Each portfolio had two reviewers from the professional community. Reviewers were asked to assess each portfolio according to ACEJMC values and core competencies on a 5-point scale (1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor Disagree; 4 = Agree; 5 = Strongly Agree. The following means reflect the aggregate results: This portfolio would help the author obtain an entry level position 4.35 This portfolio contains an adequate number of pieces to | 2017_2018_Portfolio_Evaluations__1_.xlsx<br>2017_2018_PR_Portfolio_Evaluations.sav | - Assessment Process: Continuous monitoring : The PR sequence should continuously monitor portfolio results and make curricular or other adjustments as necessary. |

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  |  | <p>developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25. At least 80% of students will score a "B" or better on the portfolio review conducted by professional</p> | <p>demonstrate knowledge of the field<br/> 4.41 This portfolio demonstrates an understanding concepts theories in the use of images and information 4.39<br/> This portfolio demonstrates an understanding of professional ethics 4.27 This portfolio demonstrates critical thinking 4.38 This portfolio demonstrates the student can conduct research and evaluate information about organizations/clients/publics 4.30 This portfolio demonstrates the student can write correctly and clearly to an organization's intended target audience(s) 4.21<br/> This portfolio is aesthetically pleasing 4.414 This portfolio has a consistent look 4.5 This portfolio is well organized 4.53<br/> Portfolios were also assessed according to sequence-specific criteria. Sequence-specific criteria were measured on 4-point scales (A = 4; B = 3; C = 2; D = 1; F =0).<br/> The following means reflect the aggregate results. Writing and editing copy 3.241<br/> Graphic desing concepts/desktop 3.241<br/> Creative/unique attributes 3.517<br/> Diverse/variety of formats 3.638<br/> Planning/execution of</p> |  |  |
|--|--|---|---|--|--|

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  |  | practitioners from the community. been met yet? | a public relations campaign 3.446<br>Based on the results of the ACEJMC items and the sequence-specific items, the portfolio objective was fully met. |  |  |
|--|--|---|---|--|--|

**Assessment List Findings for the Assessment Measure level for 80% of PR graduates will indicate they learned Quite a Bit or Very Much on each of the twelve ACEJMC core values and competencies.**

|                     |  |   |  |                                       |                                       |
|---------------------|--|---|--|---------------------------------------|---------------------------------------|
| Goal/Objective      | 80% of PR graduates will indicate they learned Quite a Bit or Very Much on each of the twelve ACEJMC core values and competencies. |   |  |                                       |                                       |
| Legends             | SLO - Student Learning Outcome/Objective (academic units);   |   |  |                                       |                                       |
| Standards/Outcomes  |  |   |  |                                       |                                       |
| Assessment Measures | <b>Assessment Measure</b>  |   | <b>Criterion</b>                         |                                       |                                       |
|                     | Indirect - Exit Interviews   | Exit surveys assess a variety of results, competencies and values. Each value and competency is measured on a 4-point scale; 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much. The core values and competencies include: 1) Principles and laws of freedom of speech and press, 2) The history and role of professionals and institutions in shaping communications, 3) Diversity of gender, race, ethnicity, sexual orientation, and others in the domestic society, 4) Diversity of groups in a global society in relationship to communication, 5) Concepts, theories, and their application in the use and presentation of images and information, 6) Professional ethics and/or working ethically in pursuit of truth, accuracy, fairness and diversity, 7) Thinking critically, creatively and independently, 8) Conducting research and/or evaluating information by methods appropriate to your future profession, 9) Writing correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes you are preparing to serve, 10) Critically evaluating your own work and that of others for accuracy, fairness, style, and grammatical correctness, 11) Applying basic numerical and/or statistical concepts, 12) Applying tools and technologies appropriate for the communications professions in which you would like to work. |  |                                       |                                       |
| Assessment Findings | <b>Assessment Measure</b>  | <b>Criterion</b>  | <b>Summary</b>                           | <b>Attachments of the Assessments</b> | <b>Improvement Narratives</b>         |
|                     | Indirect - Exit Interviews   | Has the criterion Exit surveys assess a variety   | The following list shows the ACEJMC core |                                       | - Curricular Change :<br>Although the |



|  |  |   |  |  |   |
|--|--|---|--|--|---|
|  |  | <p>of results, competencies and values. Each value and competency is measured on a 4-point scale; 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much. The core values and competencies include: 1) Principles and laws of freedom of speech and press, 2) The history and role of professionals and institutions in shaping communications, 3) Diversity of gender, race, ethnicity, sexual orientation, and others in the domestic society, 4) Diversity of groups in a global society in relationship to communication, 5) Concepts, theories, and their application in the use and presentation of images and information, 6) Professional ethics and/or working ethically in pursuit of truth, accuracy, fairness and diversity, 7) Thinking critically, creatively and independently, 8) Conducting research and/or evaluating information by methods</p> | <p>value/competency number, offers a brief description of the item, and gives the means for each item during the 2017-2018 assessment cycle.<br/> 1 Principles and laws of freedom of speech and press 3.00<br/> 2 The history and role of professionals and institutions in shaping communications 2.79<br/> 3 Diversity of gender, race, ethnicity, sexual orientation, and others in the domestic society 3.03<br/> 4 Diversity of groups in a global society in relationship to communication 3.11<br/> 5 Concepts, theories, and their application in the use and presentation of images and information 3.45<br/> 6 Professional ethics and/or working ethically in pursuit of truth, accuracy, fairness and diversity 3.50<br/> 7 Thinking critically, creatively and independently 3.79<br/> 8 Conducting research and/or evaluating information by methods appropriate to your future profession 3.39<br/> 9 Writing correctly and clearly in appropriate forms and styles 3.45<br/> 10</p> |  | <p>program performed well on ten of the twelve core competencies and values, the PR sequence should meet to discuss expanding the curriculum to address "The history and role of professionals and institutions in shaping communications" and "Critically evaluating your own work and that of others for accuracy, fairness, style, and grammatical correctness."</p> |
|--|--|---|--|--|---|

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>appropriate to your future profession, 9)<br/>                 Writing correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes you are preparing to serve, 10)<br/>                 Critically evaluating your own work and that of others for accuracy, fairness, style, and grammatical correctness, 11)<br/>                 Applying basic numerical and/or statistical concepts, 12)<br/>                 Applying tools and technologies appropriate for the communications professions in which you would like to work. been met yet?<br/>                 Not met</p> | <p>Critically evaluating your own work and that of others for accuracy, fairness, style, and grammatical correctness 3.47<br/>                 11 Applying basic numerical and/or statistical concepts 2.66<br/>                 12 Applying tools and technologies appropriate for the communications professions 3.50</p> |  |  |
|--|--|--|---|--|--|

**Assessment List Findings for the Assessment Measure level for 80% of PR graduating seniors will indicate satisfaction with the program.**

|                     |   |                  |  |
|---------------------|---|------------------|--|
| Goal/Objective      | 80% of PR graduating seniors will indicate satisfaction with the program. |                  |  |
| Legends             |   |                  |  |
| Standards/Outcomes  |   |                  |  |
| Assessment Measures | <b>Assessment Measure</b>   | <b>Criterion</b> |  |
|                     | Indirect - Exit Interviews  |                  |  |
|                     |   |                  |  |

|                                   |                                  |  |                                    |   |                                      |
|-----------------------------------|----------------------------------|--|------------------------------------|---|--------------------------------------|
|                                   |                                  |  |                                    |   |                                      |
| <p>Assessment Findings</p>        | <p><b>Assessment Measure</b></p> | <p><b>Criterion</b></p>  | <p><b>Summary</b></p>              | <p><b>Attachments of the Assessments</b></p>  | <p><b>Improvement Narratives</b></p> |
| <p>Indirect - Exit Interviews</p> | <p>No data has been entered.</p> | <p>On a four-point scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent), thirty-eight PR students averaged 3.32, indicating satisfaction with the program. Ninety-seven percent rated the program as "Good" or "Excellent." Therefore, the objective was met.</p> | <p>2017_2018_Exit_Surveys.xlsx</p> | <p>- Assessment Process:<br/>Continuous monitoring: The PR sequence should continue to monitor satisfaction with the program and make adjustments as necessary. The one student who rated the program as "Fair" suggested, "Get instructors and professors who stay updated with the current workforce and truly understand how Public Relations has changed!! Instead of drowning us in theories and research please take instruction outside of just the classroom and into the work field. Research and theories are only applicable to a small amount of students who plan on going to graduate school. It was useless for me. Find out what jobs today really want from prospects and go from there. In my opinion the</p> |                                      |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  |  |  |  | <p>only professor who has amounted to contributing to my success in PR was Andre' Williams because he stays up to date with industry trends and prepares us real life interactions in our careers. I hope the new Strategic Communication major gives students a better understanding of our workforce and climate of communications.</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 (selected)
- Presented formally at staff / department / committee meetings (selected)
- Discussed informally (selected)
- Other (explain in text box below)

**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 (selected)  
 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.

New measures helped bring SACS assessment into alignment with the ACEJMC core values and competencies and allowed the sequence to spot problem areas more easily.

Continuous monitoring revealed that although the program performed well on ten of the twelve core competencies and values, the PR sequence met to discuss expanding the curriculum to address "The history and role of professionals and institutions in shaping communications" and "Critically evaluating your own work and that of others for accuracy, fairness, style, and grammatical correctness." The sequence is exploring adding additional PR history to CMCN to address the former competency and currently enhancing the latter competency by having CMCN 321 students edit each others' work.

In 2017-2018 the sequence added CMCN 220 (Principles of Strategic Communication) in response to comments from local professionals, who recommended a survey course on the broader field of strategic communication. This has created opportunities for advising that allow advisors to discuss strategic communication in general with advisees before they get in to CMCN 220. New measures helped bring SACS assessment into alignment with the ACEJMC core values and competencies and allowed the sequence to spot problem areas more easily.

Continuous monitoring revealed that although the program performed well on ten of the twelve core competencies and values, the PR sequence met to discuss expanding the curriculum to address "The history and role of professionals and institutions in shaping communications" and "Critically evaluating your own work and that of others for accuracy, fairness, style, and grammatical correctness." The sequence is exploring adding additional PR history to CMCN to address the former competency and currently enhancing the latter competency by having CMCN 321 students edit each others' work.

In 2017-2018 the sequence added CMCN 220 (Principles of Strategic Communication) in response to comments from local professionals, who recommended a survey course on the broader field of strategic communication. This has created opportunities for advising that allow advisors to discuss strategic communication in general with advisees before they get in to CMCN 220.

### 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.

New measures helped bring SACS assessment into alignment with the ACEJMC core values and competencies and allowed the sequence to spot problem areas more easily. By making curriculum adjustments and offering a social media minor, the PR sequence (currently ranked #3 in the nation by PR Daily) has created an updated and competitive program in terms of integrating technology and social media with the curriculum.

During the past three assessment cycles, the Communication Department has moved to effect certain improvements in curricular design and instruction with an eye toward deeper involvement in professional communications. First, in 2016 the Department converged the Advertising, Public Relations, and Organizational Communication sequences to create a new major in Strategic Communication. While still a relatively new development, this disciplinary convergence comes in response to professional trends and follows advice from practitioners in those fields of media.

The department similarly has established a variety of micro-level improvements to coincide with this move toward greater

convergence. For example, a new course, CMCN 220 Principles of Strategic Communication, was created as a requirement for all Strategic Communication majors in the 2017-2018 catalog year and beyond. It affords an introductory overview of the related professions with the relevant conceptualization supporting the strategic focus. Another new course was moved into a pivotal position for the our global and mobile perspective. CMCN 345 Social Media Communication was added as a requirement for the Mass Communication major to cultivate social networking principles and practices for Mass Communication students in Broadcasting and Journalism. CMCN 345 is also an option for the Organizational Communication sequence.

The department has created a more direct professional experience for students anticipating careers in Advertising and Public Relations to gain practical training. The inaugural semester of fall 2017 welcomed the student-run PR firm, Cypress Communication to our undergraduates. The Cypress Communication firm welcomes all Strategic Communication majors and already has a variety of clients to hone their skills and provide valid work experiences. Meanwhile, Mass Communication (Broadcast/Journalism) majors have developed a partnership in television programming with the community access channel, AOC Community Media, while envisioning a student-run TV channel on campus in the future.

**Attachments (optional)**

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

2017\_2018\_PR\_Intern\_Evals.csv