

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Organizational Communication BA

As of: 11/01/2016 03:09 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

Students in Organizational Communication should be equipped with knowledge and skills which are necessary to work in a variety of organizations as leaders.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Intern evaluation by community supervisors

Students demonstrate skills and abilities needed for entry-level work in advertising professions, as judged by internship supervisors.

Relevant Associations:

General Education/Core Curriculum Associations

- 1.1 Think critically and read with comprehension.
- 1.2 Write essays that make arguments appropriately supported by evidence, while synthesizing and documenting sources.
- 1.3 Speak cogently in presenting information.
- 2.1 Apply key processes and scientific reasoning to draw reasonable conclusions within the natural sciences.
- 2.2 Use critical and logical thinking, knowledge of accepted scientific methods, and appropriate sources to evaluate the credibility of information with scientific content
- 3.1 Collect, consume, and critique basic and complex concepts in history and social sciences.
- 3.2 Understand the diverse and complex nature of humanity
- 3.3 Create engaged citizens.
- 4.2 Create, perform, or interpret works of art (visual, musical, design, theatrical, or dance) to describe, analyze and evaluate the context, history, influence, or structure of a particular genre, movement, or work of art.
- 5.1 Use mathematical methods and models to solve quantitative problems and to communicate solutions effectively.
- 5.2 Analyze and critically evaluate numerical and graphical data to draw reasonable and valid conclusions about "real-world" situations.
- 6.1 Search electronic sources for information.
- 6.2 Collect, evaluate and utilize retrieved data to advance arguments.

Related Measures

M 1: Intern evaluation by community supervisors

Organizational communication professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked 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.

Source of Evidence: Field work, internship, or teaching evaluation

Target:

The department expects 75% of students to score at least a "C" average on the internship evaluations

Finding (2015-2016) - Target: Met

Five students in organizational communication completed internships in the Spring 2016 semester. On a scale from 1 (poor) to 5 (excellent) all the students received a rating of 5, corresponding to a perfect A.

Related Action Plans (by Established cycle, then alpha):

Review target

The target should be revised upward.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Intern evaluation by community supervisors |

Outcome/Objective: Intern evaluation by community supervisors

Improve specific skills

We will identify specific skills and competencies where students need improvement.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Intern evaluation by community supervisors |

Outcome/Objective: Intern evaluation by community supervisors

Maintain course and develop relationships

The satisfactory performance suggests that we maintain the current activities and requirements in regards to internships. In addition, the class will be further improved by strengthening relationships with current entities which offer internships and by establishing new relationships. Some improvements will be made to the class mechanics. For example, the current system used to evaluate both the interns and the internships uses paper documents. This system will be moved online.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Intern evaluation by community supervisors |

Outcome/Objective: Intern evaluation by community supervisors

SLO 2: Organizational Communication Problem-Solving

Students should be able to identify organizational communication problems and solve the problems, based on evidence-based knowledge and communication theories.

Related Measures

M 2: Communication Consultation Project

Organizational Communication majors are required to take Communication Consultation (CMCN 406) as their capstone course. Students are required to engage with a community business, governmental entity, or non-profit organization regarding enhancement of organizational effectiveness, problem solving strategies, training or employee evaluations. Students prepare and implement a strategy to resolve the issues presented to them by their assigned organization. Students are evaluated by the organization's representative on a grade from A+ to F.

Source of Evidence: Project, either individual or group

Target:

Students are evaluated by the organization's representative on a grade from A+ to F. We expect that students' collective grade from clients should be at least a medium-range B (85% in percentage grade). The project components relevant here require students to identify and solve organizational communication problems using evidence-based knowledge and communication theories.

Finding (2015-2016) - Target: Met

For their consultation project, students engaged in a multi-phase consultation project in which they conducted a communication audit and needs assessment for a local non-profit organization. The students had to complete each step of the problem solving process effectively in order to complete the project. Students began each experience by conducting a communication audit and needs assessment. Then, they effectively identified communication problems and developed appropriate interventions in collaboration with the client. Overall, the students' performance was well deserving of a grade that satisfied our target.

Related Action Plans (by Established cycle, then alpha):

Course Content Change for CMCN 202, 210, 310, 404, 406

The sequence has proposed changing the following: (1) CMCN 202 Argumentation and Debate will be modified to include structured decision-making for business applications (e.g. parliamentary procedure, conflict resolution); (2) CMCN 310 Public Speaking will now require all presentations to have a multimedia component (e.g. Powerpoint); (3) students will be required to take ENGL 365 Technical Writing to improve writing skills; (4) basic theory courses such as CMCN 210 Interpersonal Communication as well as CMCN 304 Group Process and Problem solving will be offered in the sophomore year in preparation for more advanced coursework; (5) students will be required to take both CMCN 404 (G) Health Communication and CMCN 406(G) Communication Consultation in order to give them at least two opportunities to apply their knowledge and skills in real-world situations and to expose our students to prospective employers.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving

| Project Design, Implementation, and Evaluation

Implementation Description: CMCN 404 (G) Health Communication was approved and offered in Fall 2011 for both Undergrad and Grad students. As an outcome of the class offering, the State Department of Health and Hospital offered a student as a professional grant reviewer job. Student assumed total 4 professional projects with external agencies and offered presentations in front of representatives of the agencies.

Curriculum Revision of Organizational Communication Sequence

In response, the faculty proposed major revisions to the curriculum in April 2010. These changes include changing the sequence to "Organizational Communication." The sequence proposal includes the addition of courses in leadership, health communication, diffusion of innovations, training and development, and crisis communication. Should this proposal be accepted by the Administration, this assessment document will have to be substantially revised to reflect the demands of the reformed sequence. The changes will narrow the scope of the sequence. It is anticipated that this will provide the students with a more marketable degree upon entering the job market.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving

| Project Design, Implementation, and Evaluation

Implementation Description: 1. Sequence title change from Interpersonal and Organizational Communication to Organizational Communication (Approved in April 2011) 2. CMCN404 Health Communication was approved and offered in Fall 2010. s 3. The class of "Diffusion of innovations" was offered as a special topic in SP2011, but cancelled due to few enrollments. Advertising the course needed.

New Business-Orientation

The sequence is switching to a more business-oriented model. Given the current employment market, graduates need tangible job skills. The overall definition of "success" is to make our graduates more marketable. The exit surveys and follow up surveys will not only provide feedback from our alumni, but will also allow the Department to keep in touch with the progress of our former students.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving

New Measure - Pre-Post Test

The sequence will begin a pretest-posttest series of evaluations. The differential in scores between the pretest and posttest should provide a direct measure of the department's success in teaching the historical, ethical, and legal aspects of organizational communication. We

anticipate a statistically notable improvement in students' learning between the pretest and posttest.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving
| Project Design, Implementation, and Evaluation

Raising Standards in CMCN 310

The standards for presentations in CMCN 310 Public Speaking have been raised to reflect the needs of employers. Students will be required to do multimedia presentations. In all upper division classes, students will be expected to delivery professional quality presentations of their class work. These presentations should be of high enough quality to be used in student portfolios. Emphasis on communication ethics and diversity will be emphasized across the curriculum.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving

5 Year Plan

In order to effectively organize course offerings which will be beneficial for students to plan their coursework, organizational communication faculty members established a 5 year course offering plan based on the new curriculum. The period of the plan is from 2010-2011 to 2014-2015 school year.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving
| Project Design, Implementation, and Evaluation

Implementation Description: Advertising new course needed.

Add new component to professional project

Education on the business ethics and/or law may be helpful in the process of assuming a professional project.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):**Measure:** Communication Consultation Project |**Outcome/Objective:** Organizational Communication Problem-Solving**Improve measurement**

Faculty in the organizational communication sequence will meet during early Fall 2015 semester to further clarify the measures by which we gauge student achievement. Professional communication consultants will be invited to perform more structured quantitative and qualitative project evaluation.

Established in Cycle: 2014-2015**Implementation Status:** Planned**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** Communication Consultation Project |**Outcome/Objective:** Organizational Communication Problem-Solving**Improve assessment measure and procedures**

Develop measures and procedures in order to streamline the evaluation process and facilitate reliable measurement of objectives without interfering with class activities.

Established in Cycle: 2015-2016**Implementation Status:** Planned**Priority:** High**Relationships (Measure | Outcome/Objective):****Measure:** Communication Consultation Project |**Outcome/Objective:** Organizational Communication Problem-Solving**SLO 3: Project Design, Implementation, and Evaluation**

Graduating seniors demonstrate their skills, abilities, and competencies in an organizational communication consulting plan.

Related Measures**M 2: Communication Consultation Project**

Organizational Communication majors are required to take Communication Consultation (CMCN 406) as their capstone course. Students are required to engage with a community business, governmental entity, or non-profit organization regarding enhancement of organizational effectiveness, problem solving strategies, training or employee evaluations. Students prepare and implement a strategy to resolve the issues presented to them by their assigned organization. Students are evaluated by the organization's representative on a grade from A+ to F.

Source of Evidence: Project, either individual or group

Target:

Students must develop a communication plan for a community organization, with an average class grade of 80% or above. The plan will include needs assessment/communication audit, intervention design, and intervention delivery.

Finding (2015-2016) - Target: Partially Met

Fourteen students completed a major consultation project for Envision da Berry (EdB), a 501c3 based in Iberia Parish. Students worked in teams of two or three to design a project based on a deficit gleaned through the needs assessment. Students worked with EdB's non-profit board to design and implement a range of projects. Students were evaluated at the end of the Spring 2016 semester. The EdB non-profit board evaluated the projects at the end of the semester and reported that three of the 6 projects met or exceeded expectations.

Related Action Plans (by Established cycle, then alpha):**Course Content Change for CMCN 202, 210, 310, 404, 406**

The sequence has proposed changing the following: (1) CMCN 202 Argumentation and Debate will be modified to include structured decision-making for business applications (e.g. parliamentary procedure, conflict resolution); (2) CMCN 310 Public Speaking will now require all presentations to have a multimedia component (e.g. Powerpoint); (3) students will be required to take ENGL 365 Technical Writing to improve writing skills; (4) basic theory courses such as CMCN 210 Interpersonal Communication as well as CMCN 304 Group Process and Problem solving will be offered in the sophomore year in preparation for more advanced coursework; (5) students will be required to take both CMCN 404 (G) Health Communication and CMCN 406(G) Communication Consultation in order to give them at least two opportunities to apply their knowledge and skills in real-world situations and to expose our students to prospective employers.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving

| Project Design, Implementation, and Evaluation

Implementation Description: CMCN 404 (G) Health Communication was approved and offered in Fall 2011 for both Undergrad and Grad students. As an outcome of the class offering, the State Department of Health and Hospital offered a student as a professional grant reviewer job. Student assumed total 4 professional projects with external agencies and offered presentations in front of representatives of the agencies.

Curriculum Revision of Organizational Communication Sequence

In response, the faculty proposed major revisions to the curriculum in April 2010. These changes include changing the sequence to "Organizational Communication." The sequence proposal includes the addition of courses in leadership, health communication, diffusion of innovations, training and development, and crisis communication. Should this proposal be accepted by the Administration, this assessment document will have to be substantially revised to reflect the demands of the reformed sequence. The changes will narrow the scope of the sequence. It is anticipated that this will provide the students with a more marketable degree upon entering the job market.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving

| Project Design, Implementation, and Evaluation

Implementation Description: 1. Sequence title change from Interpersonal and Organizational Communication to Organizational Communication (Approved in April 2011) 2. CMCN404 Health Communication was approved and offered in Fall 2010. s 3. The class of "Diffusion of innovations" was offered as a special topic in SP2011, but cancelled due to few enrollments. Advertising the course needed.

New Measure - Pre-Post Test

The sequence will begin a pretest-posttest series of evaluations. The differential in scores between the pretest and posttest should provide a direct measure of the department's success in teaching the historical, ethical, and legal aspects of organizational communication. We anticipate a statistically notable improvement in students' learning between the pretest and posttest.

Established in Cycle: 2009-2010

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving

| Project Design, Implementation, and Evaluation

5 Year Plan

In order to effectively organize course offerings which will be beneficial for students to plan their coursework, organizational communication faculty members established a 5 year course offering plan based on the new curriculum. The period of the plan is from 2010-2011 to 2014-2015 school year.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Organizational Communication
Problem-Solving

| Project Design, Implementation, and Evaluation

Implementation Description: Advertising new course needed.

Improve assessment measure and procedures

Develop measures and procedures in order to streamline the evaluation process and facilitate reliable measurement of objectives without interfering with class activities.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication Consultation Project |

Outcome/Objective: Project Design, Implementation, and Evaluation

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

By email to the program coordinator for sharing with faculty within each program.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Improving the measurement process had limited success. Part of the problem is that organizational communication, by the nature of the professions for which it provides training, does not require a portfolio. That means the measurement had to be somewhat different in this program than in the mass-media oriented programs.

As in the other programs, improving specific skills and competencies was successful.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

1. A major learning was that perhaps our measurement goals and procedures for the university-wide SACS accreditation need to be more aligned with measurement goals and procedures for ACEJMC accreditation.
2. Related to this learning is the realization that many insights for the development of the program in general – meaning across the five undergraduate programs and the one graduate program – came from quantitative and qualitative data collected more traditionally, outside of this measurement process. Such data include student feedback, as well as input from portfolio reviewers, other professionals in the field, as well as the professional and academic development of individual faculty members. The suggestion here is that perhaps our concept of data should be refined to include qualitative and indirect measures.
3. Another learning was that faculty buy-in needs to be improved.

Putting together learning 2. and 3. we conducted a faculty retreat where all the full-time faculty participated. The general result of the retreat is that two of our undergraduate programs are now merged (advertising and public relations), and the other three will undergo considerable updates and upgrades which should bring them into the 21st century. For example, digital media in general and social media in particular will place more prominently in the skills courses, and a new minor in social media will be offered to non-majors.