

2016-2017 Assessment Cycle COLA_Communication MS

Mission (due 1/20/17)

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 / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

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.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017."

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.

Assessment Plan (due 1/20/17)

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

Assessment List

Goal/Objective	Graduate students understand the principles of communication research.		
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 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.		
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.		
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: 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.	

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

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

Goal/Objective	Graduate students understand the principles of communication research.			
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 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	Criterion	Summary	Attachments
				Improvement

	Measure			of the Assessments	Narratives
	Direct - Thesis	Has the criterion For thesis track candidates, at least 80% of students 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.] been met yet?	For 2016, 100% of students met or exceeded expectations on a review of their final thesis methodology by the graduate program coordinator. Six theses were produced in 2016. - Student 01 - Student 02 - Student 03 - Student 04 - Student 05 - Student 06		
	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 2016/2017, only 66% of students met or exceeded expectations on their research exam. Fall 16 Exams - Student 01: 47/100 - Student 02: 87/100 - Student 03: 88/100 Spring 17 Exams -- No comprehensive exams were taken.		

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

Goal/Objective	Graduate students understand the principles of communication theory.	
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 2016, 100% of students met or exceeded expectations on a review of the theory component of their final thesis literature review by the graduate program coordinator. Six theses were produced in 2016. - Student 01 - Student 02 - Student 03 - Student 04 - Student 05 - Student 06		
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 yet?	For 2016/2017, 100% of students met or exceeded expectations on their theory exam. Fall 16 Exams - Student 01: Did not need to retake this exam because s/he passed it the first time. - Student 02: 95/100 - Student 03: 95/100 Spring 17 Exams -- No comprehensive		

			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.

Goal/Objective	Graduate students understand the principles of their selected specialization in communication.				
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 on a survey assessment tool filled out by their thesis committee or the department's graduate program coordinator. [Note: Theses archived by	For 2016, 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. Six theses were produced in 2016. - Student 01 - Student 02 - Student 03 - Student 04 - Student 05 - Student 06		

		year, not academic 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 specialization comprehensive exam. been met yet?	For 2016/2017, 100% of students met or exceeded expectations on their specialization exam. Fall 16 Exams - Student 01: Did not need to take this exam because s/he passed it on the first attempt. - Student 02: 80/100 - Student 03: 83/100 Spring 17 Exams -- No comprehensive exams were taken.		

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

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 in the unit?

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) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action

plans (created in 2015-2016)?

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) What has the unit learned from the current assessment cycle?

We were pleased to discover that 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.

Regarding proposal / thesis data, we are still developing procedures for streamlining the process of gathering this data. But the data that is being gathered offers valuable insights into our effectiveness to meet program goals and objectives.

Attachments