

# 2017-2018 Assessment Cycle COLA\_Mass Communication BA - Broadcasting

## 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.

#### Values

To fulfill this mission, the Department applies ACEJMC and University values to the rich diversity of professional, scholarly and civic interests that drive our field of study:

- Equity: We cultivate scholars and professionals who exemplify ethics, responsibility and accountability as they strive to

achieve and protect fair treatment and justice for all.

- Integrity and Responsible Professionalism: We require stakeholders to demonstrate character, honesty and trustworthiness; and to demonstrate understanding of and appreciation for the principles of free speech, a free press, and the role of communication professionals in ethically shaping societal discourse.
- Intellectual Curiosity, Creativity and Research: We encourage personal, scholarly and professional growth by guiding students' pursuit of knowledge for its own inherent value; and by inspiring in them the creativity and critical thinking skills to serve others by transcending established ideas.
- Tradition, Pluralism and Respect: We celebrate the worth and distinctiveness of local, regional and global cultures even as they converge in creating a welcoming learning environment of respect, empathy and esteem for all.
- Transparency and Collaboration: We communicate and share information openly and readily in a spirit of teamwork and collegiality.
- Sustainability: We continually adapt to keep pace with the dynamic nature of modern, interactive media and to utilize resources in a forward-looking fashion that meets present and future needs effectively.

#### Vision

The Department envisions becoming a top-ranked program among its peers in the Southeastern United States in terms of retention, matriculation and professional job placement post-graduation. To achieve this vision, the department will effectively communicate its offerings and achievements to regional, national and international audiences.

#### 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 build specialized portfolios that reflect their ability to apply the knowledge obtained in the program.(Imported) |  |                    |
| Legends             | SLO - Student Learning Outcome/Objective (academic units);  |  |                    |
| Standards/Outcomes  |   |  |                    |
| Assessment Measures |   |  |                    |
|                     | <b>Assessment Measure</b>   | <b>Criterion</b>   | <b>Attachments</b> |
|                     | Direct - Portfolio  | At least 80% of students score a B or better in their area of expertise. |                    |

|                    |  |  |  |
|--------------------|--|--|--|
| Goal/Objective     | Graduating seniors demonstrate to internship supervisors they have the skills needed for entry-level work in their profession.(Imported) |  |  |
| Legends            | SLO - Student Learning Outcome/Objective (academic units);   |  |  |
| Standards/Outcomes |  |  |  |
| Assessment         |  |  |  |

|          |                                |  |                    |
|----------|--------------------------------|--|--------------------|
| Measures | <b>Assessment Measure</b>      | <b>Criterion</b>   | <b>Attachments</b> |
|          | Direct - Internship Evaluation | At least 80% of students score a B or better in their area of expertise. |                    |

|                     |   |  |                    |
|---------------------|---|--|--------------------|
| Goal/Objective      | To provide the program with graduating seniors' feedback on their academic experience in the program.(Imported) |  |                    |
| Legends             | SLO - Student Learning Outcome/Objective (academic units);  |  |                    |
| Standards/Outcomes  |   |  |                    |
| Assessment Measures | <b>Assessment Measure</b>   | <b>Criterion</b>   | <b>Attachments</b> |
|                     | Direct - Exit Survey (Other)  | At least 80% of responses should indicate satisfaction with the program. |                    |

|                     |   |   |                    |
|---------------------|---|---|--------------------|
| Goal/Objective      | 80% of Broadcasting students will indicate they learned Quite a Bit or Very Much on each of the twelve ACEJMC core values and competencies. |   |                    |
| Legends             | PO - Program Objective (academic units);  |   |                    |
| Standards/Outcomes  |   |   |                    |
| Assessment Measures | <b>Assessment Measure</b>   | <b>Criterion</b>  | <b>Attachments</b> |
|                     |   | 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. |  |
|--|--|---|--|

### 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 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             | SLO - Student Learning Outcome/Objective (academic units);   |           |         |                                |                    |           |                    |  |
| Standards/Outcomes  |  |           |         |                                |                    |           |                    |  |
| Assessment Measures | <table border="1"> <thead> <tr> <th data-bbox="305 1728 618 1759">Assessment Measure</th> <th data-bbox="618 1728 1463 1759">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 1759 618 1801">Direct - Portfolio</td> <td data-bbox="618 1759 1463 1801">At least 80% of students score a B or better in their area of expertise.</td> </tr> </tbody> </table> |           |         |                                | Assessment Measure | Criterion | Direct - Portfolio | At least 80% of students score a B or better in their area of expertise. |
|                     | Assessment Measure   | Criterion |         |                                |                    |           |                    |  |
| Direct - Portfolio  | At least 80% of students score a B or better in their area of expertise.   |           |         |                                |                    |           |                    |  |
|                     |  |           |         |                                |                    |           |                    |  |
| Assessment Findings |  |           |         |                                |                    |           |                    |  |
|                     | Assessm  | Criteri   | Summary | Attachments of the Assessments | Improvem           |           |                    |  |

| ent Measure        | on   |   |   | ent Narratives  |
|--------------------|--|---|---|---|
| Direct - Portfolio | Has the criterion At least 80% of students score a B or better in their area of expertise. been met yet? Not met | Twelve Broadcasting seniors submitted portfolios for review. Most portfolios had two reviewers from the professional community, although 4 only had single reviewers. 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 producer obtain an entry level position. 3.4 This | Broadcasting_Portfolio_Evaluation_Form__Responses_.xlsx | - Curricular Change : During the portfolio review session in fall 2018, the sequence found that video portfolios should be produced for review in the form of demo reels, as is the industry standard. Moving forward, the sequence will continue to require the specific elements of demo reels tailored to specific positions as a component of their degree program. - Curricular Change : The Broadcast sequence should focus on making curricular changes that enhance the aesthetics of the portfolios in addition to |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>portfolio contains an adequate number of pieces in the producer's area of concentration. 3.2 Understanding of concepts and theories in the use of images and information. 3.8 Understanding of professional ethics. 3.43 Critical thinking. 3.67 Conduct research and evaluate information. 3.8 Write correctly and clearly and to the intended target audience. 3.73 Apply tools and technologies appropriate for his/her career focus. 3.73 Understands and can apply the principles and laws of freedom of speech and press 3.55 Understanding of the</p> | <p>other items such as: Conducting and analyzing media preproduction research, Creativity, Script writing and editing, Quality design and execution, Quality performance as audio or video talent, Professional look, and Ability to achieve communication goals across various media.</p> |
|--|--|--|---|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>history and role of professionals and institutions</p> <p>3.42 Apply basic numerical and statistical concepts.</p> <p>3.38 Critically evaluate their own work and that of others</p> <p>3.13 Understanding of domestic diversity</p> <p>3.13 Understanding of global diversity</p> <p>3.46 Aesthetically pleasing.</p> <p>3.27 Has a consistent look.</p> <p>3.67 High quality production values.</p> <p>2.73 Well organized.</p> <p>3.2 Reviewers were also asked to assess each portfolio according to sequence and portfolio-specific competencies on a 4-point scale (A = 4, B = 3, C = 2, D = 1, F = 0).</p> |  |  |
|--|--|--|--|--|--|

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p>The following means reflect the aggregate results:<br/>                 Conducting and analyzing media preproduction research.<br/>                 2.94 Creativity.<br/>                 2.44 Script writing and editing.<br/>                 2.56 Quality design and execution.<br/>                 2.17 Quality performance as audio or video talent.<br/>                 2.59 Professional look.<br/>                 2.81 Ability to achieve communication goals across various media.<br/>                 2.73</p> |  |  |
|--|--|--|---|--|--|

**Assessment List Findings for the Assessment Measure level for Graduating seniors demonstrate to internship supervisors they have the skills needed for entry-level work in their profession.(Imported)**

|                     |  |  |
|---------------------|--|--|
| Goal/Objective      | Graduating seniors demonstrate to internship supervisors they have the skills needed for entry-level work in their profession.(Imported) |  |
| Legends             | SLO - Student Learning Outcome/Objective (academic units);   |  |
| Standards/Outcomes  |  |  |
| Assessment Measures | <b>Assessment Measure</b>  | <b>Criterion</b>   |
|                     | Direct - Internship Evaluation   | At least 80% of students score a B or better in their area of expertise. |



| Assessment Findings |                                |  |   |   |   |
|---------------------|--------------------------------|--|---|---|---|
|                     | Assessment Measure             | Criterion  | Summary   | Attachments of the Assessments          | Improvement Narratives  |
|                     | Direct - Internship Evaluation | Has the criterion At least 80% of students score a B or better in their area of expertise. been met yet? Met | Eighteen Broadcasting interns averaged 3.63 on a 4-point scale. Eighty-nine percent received A or higher, while one student received a grade of F and another a grade of D. Therefore, the Broadcasting sequence met the objective. | 2017_2018_Broadcasting_Intern_Evals.csv | - Assessment Process: Continuous monitoring: The Broadcasting sequence should continue to monitor internship evaluations and explore why the two students performed inadequately. |

**Assessment List Findings for the Assessment Measure level for To provide the program with graduating seniors' feedback on their academic experience in the program.(Imported)**

|                     |   |                  |  |                           |                    |
|---------------------|---|------------------|--|---------------------------|--------------------|
| Goal/Objective      | To provide the program with graduating seniors' feedback on their academic experience in the program.(Imported) |                  |  |                           |                    |
| Legends             | SLO - Student Learning Outcome/Objective (academic units);  |                  |  |                           |                    |
| Standards/Outcomes  |   |                  |  |                           |                    |
| Assessment Measures | <b>Assessment Measure</b>   |                  | <b>Criterion</b>   |                           |                    |
|                     | Direct - Exit Survey (Other)  |                  | At least 80% of responses should indicate satisfaction with the program. |                           |                    |
| Assessment Findings |   |                  |  |                           |                    |
|                     | <b>Assessment</b>   | <b>Criterion</b> | <b>Summary</b>   | <b>Attachments of the</b> | <b>Improvement</b> |

| Measure                      |  |  | Assessments                 | Narratives  |
|------------------------------|--|--|-----------------------------|---|
| Direct - Exit Survey (Other) | Has the criterion At least 80% of responses should indicate satisfaction with the program. been met yet? Met | On a four-point scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent), eighteen Broadcasting students averaged 3.28, indicating satisfaction with the program. Eighty-nine percent rated the program as "Good" or "Excellent. Therefore, the objective was met. Comments among the two students who indicated dissatisfaction (both rated the program as "Fair") included "Cut down on classes that teach the same thing. Have teachers that are more aware. Get up to date equipment" and "Prepare student for the work world." | 2017_2018_Exit_Surveys.xlsx | - Assessment Process: Continuous monitoring: The Broadcasting sequence should continue to monitor Exit Surveys for student satisfaction. Comments among the two students who indicated dissatisfaction (both rated the program as "Fair") included "Cut down on classes that teach the same thing. Have teachers that are more aware. Get up to date equipment" and "Prepare student for the work world." |

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

|                    |   |
|--------------------|---|
| Goal/Objective     | 80% of Broadcasting students will indicate they learned Quite a Bit or Very Much on each of the twelve ACEJMC core values and competencies. |
| Legends            | PO - Program Objective (academic units);  |
| Standards/Outcomes |   |
| Assessment         |   |

|          |                           |   |
|----------|---------------------------|---|
| Measures | <b>Assessment Measure</b> | <b>Criterion</b>  |
|          |                           | 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>   |
|                     |                           | Has the criterion 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 communication | 1 Principles and laws of freedom of speech and press 3.28 2 The history and role of professionals and institutions in shaping communications 3.11 3 Diversity of gender, race, ethnicity, sexual orientation, and others in the domestic society 3.11 4 Diversity of groups in a global society in relationship to communication 3.11 5 | 2017_2018_Exit_Surveys.xlsx           | - Assessment Process: Continuous monitoring: Broadcasting students reported good understanding all of the ACEJMC core values and competencies. The Broadcasting sequence should continue to monitor exit surveys and make adjustments as necessary. |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>s, 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 communication s professions, audiences, and purposes you are preparing to serve, 10) Critically evaluating your own work and that of others for accuracy,</p> | <p>Concepts, theories, and their application in the use and presentation of images and information 3.11 6 Professional ethics and/or working ethically in pursuit of truth, accuracy, fairness and diversity 3.28 7 Thinking critically, creatively and independently 3.83 8 Conducting research and/or evaluating information by methods appropriate to your future profession 3.61 9 Writing correctly and clearly in appropriate forms and styles 3.5 10 Critically evaluating your own work and that of others for accuracy, fairness, style, and grammatical correctness 3.56 11 Applying basic numerical and/or statistical concepts 3.22 12 Applying tools and technologies appropriate for</p> |  |  |
|--|--|--|--|--|--|

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | fairness, style, and grammatical correctness, 11) Applying basic numerical and/or statistical concepts, 12) Applying tools and technologies appropriate for the communication s professions in which you would like to work. been met yet?<br>Met | the communication s professions<br>3.5 |  |  |
|--|--|---|--|--|--|

## 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 (selected)

**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. For the 2017-2018 portfolio review cycle, the sequence used pen-and paper versions of online portfolio evaluation forms. Moving forward, online forms will completely replace pen-and-paper forms. Portfolio reviews also revealed a need to create demo reels for reviewers rather than offer them a collection of video works. Student demo reels will be required for the 2018-2019 assessment cycle.

**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.**

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.

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.*