

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

## 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 areas 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 areas 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>
	Indirect - Exit Interviews	At least 80% of responses should indicate satisfaction with the program.	

Goal/Objective	80% of graduating journalism students will		
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,	

	<p>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.</p>	
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### 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)														
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ent Measure	on			t Narratives
Direct - Portfolio	Has the criterion At least 80% of students score a B or better in their areas of expertise. been met yet? Not met	Five journalism 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 producer obtain an entry level position. 3.7 This portfolio contains an adequate number of pieces in the producer's area of concentration. 3.6 This portfolio	Journalism_Portfolio_Evaluation_Form__Responses_.xlsx	<p>- Assessment Process: Continuous monitoring: While journalism portfolios scored above 3.0, suggesting reviewers agreed or strongly agreed with the ACEJMC statements, the sequence should continue to monitor results and make adjustments as necessary. Three areas in particular that require attention are "conduct research and evaluate information," "understanding of the history and role of professionals and institutions in shaping communications," and "apply basic numerical and statistical concepts."</p> <p>- Curricular Change : Among the sequence-specific criteria, several areas</p>

		<p>demonstrates an understanding of concepts and theories in the use of images and information.</p> <p>3.7 This portfolio demonstrates an understanding of professional ethics. 3.75 This portfolio demonstrates critical and independent thinking. 3.4 This portfolio demonstrates that its producer can conduct research and evaluate information.</p> <p>3.2 This portfolio demonstrates that its producer can write correctly and clearly and to the intended target audience.</p> <p>3.8 This portfolio demonstrates that its producer can apply tools and technologies appropriate for his/her career focus.</p> <p>3.9 This portfolio demonstrate</p>	<p>emerged that need attention through curricular changes: Conducting and analyzing media preproduction research, Creativity, Script writing and editing, Quality design and execution, News writing and reporting, Quality performance as audio or video talent, and Ability to achieve communication goals across various media.</p>
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		<p>s that its producer understands and can apply the principles and laws of freedom of speech and the press 3.3 This portfolio demonstrate s that its producer has an understandin g of the history and role of professional s and institutions in shaping communicati ons. 3 This portfolio demonstrate s that its producer can apply basic numerical and statistical concepts. 3.2 This portfolio demonstrate s that its producer can critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness. 3.3 This portfolio demonstrate s diversity in domestic</p>		
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		<p>society 3.89  This portfolio demonstrates global diversity 3.78  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).  The following means reflect the aggregate results: This portfolio is aesthetically pleasing. 3.8  This portfolio has a consistent look. 4  This portfolio exhibits high quality production values. 3.3  This portfolio is well organized. 3.8  Conducting and analyzing media preproduction research. 2.61  Creativity. 2.3  Script writing and editing. 2.57  Quality design and</p>		
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			execution. 2.9 News writing and reporting 2.5 Quality performance as audio or video talent. 2.29 Professional look. 3 Ability to achieve communication goals across various media. 2.7	
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**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 areas of expertise.		
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Direct - Internship Evaluation	Has the criterion At least 80% of students score a B or better in their areas of expertise . been	Two Journalism students averaged 4.00 on a 4-point scale. Therefore, the Journalism	2017_2018_Journalism_Intern_Evals.csv	- Assessment Process: Continuous monitoring: The Journalism sequence should continue to monitor intern performance

		met yet? Met	sequence met the objective.		and make adjustments as necessary.
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**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>		
	Indirect - Exit Interviews		At least 80% of responses should indicate satisfaction with the program.		
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 At least 80% of responses should indicate satisfaction with the program. been met yet? Not met	On a four-point scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent), two Journalism students averaged 2.0, indicating dissatisfaction with the program. One student rated the program as "Good" while the other one rated the program as "Poor." Therefore, the objective was not met. Comments included "The department	2017_2018_Exit_Surveys.xlsx	- Curricular Change : The Journalism sequence should meet to address these concerns and adjust the curriculum as needed.

		<p>needs to integrate writing into broadcasting and broadcasting into print journalism, as well as push students to enter the field. There are many ways to do this -- the most immediate I see is getting students into city council and school board meetings that go un-reported" and "Make sure the professors are experts in what classes they are teaching. Some of my professors lacked in the knowledge therefore I felt as if I was cheated out of a class where I could have really learned more."</p>		
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**Assessment List Findings for the Assessment Measure level for 80% of graduating journalism students will**

Goal/Objective	80% of graduating journalism students will	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
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Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>
	Indirect - Exit	Exit surveys assess a variety of results, competencies and values. Each value

	Interviews	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.
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		<p>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? Not met</p>		<p>and statistics requirements in other Journalism courses as well as create a data journalism and data visualization course. Graduating seniors offered the following comments: "The department needs to integrate writing into broadcasting and broadcasting into print journalism, as well as push students to enter the field. There are many ways to do this -- the most immediate I see is getting students into city council and school board meetings that go un-reported" and "Make sure the professors are experts in what classes they are teaching. Some of my professors lacked in the knowledge therefore I felt as if I was cheated out of a class where I could have really learned</p>
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					more."

## 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.

The journalism sequence has undergone large-scale changes in personnel with the retirement of the longtime sequence director, spending a year with an interim director, and hiring a new sequence director. With increased stability in the sequence as well as new data collection measures aligned with ACEJMC, we expect a return to stronger focus on assessment and accreditation. Moreover, the sequence has made plans to thoroughly go through the journalism curriculum for the 2019-2020 catalog and make adjustments necessary to bring it in line with SACS and the ACEJMC core values and competencies.

**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. 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.*