2017-2018 Assessment Cycle COLA_Strategic Communication BA - Advertising

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 potfolios 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	

Assessment Measure	Criterion	Attachments
Direct - Portfolio	At least 80% of students score a B or better in their area of expertise (as evaluated by local professionals)	

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			
	Assessment Measure	**Criterion**	**Attachments**
	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	

	Assessment Measure	**Criterion**	**Attachments**
	Direct - Exit Survey (Other)	At least 80% of responses should indicate satisfaction with the program.	

Goal/Objective	80% of Advertising graduating seniors with 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	

Assessment Measure	**Criterion**	**Attachments**
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 build specialized potfolios that reflect their ability to apply the knowledge obtained in the program.(Imported)

Goal/Objective	Graduating seniors should build specialized potfolios 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		
	Assessment Measure	**Criterion**
	Direct - Portfolio	At least 80% of students score a B or better in their area of expertise (as evaluated by local professionals)

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Direct - Portfolio	Has the criterion At least 80% of students score a B or better in their area of expertise (as evaluated by local professionals) been met yet?	Twelve advertising seniors submitted portfolios for review. Each portfolio had two reviewers from the professional community. Reviewers were asked to assess each portfolio according to competencies on a 5-point scale (1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree Nor		- Assessment Process: Measures changed: The advertising sequence should adopt the ACEJMC core values and competencies measures for the 2018-2019 assessment cycle. - Curricular Change : The

| | | | Disagree; 4 = Agree; 5 = Strongly Agree. The following means reflect the aggregate results: This portfolio would help the author obtain an entry level position. 3 Adequate number of pieces 3.26 This portfolio is aesthetically pleasing. 2.87 This portfolio presents successful self-branding of the student's skills and abilities 3.14 This portfolio has a consistent look. 3.5 This portfolio is well organized in both hard copy and digital versions. 3.4 This portfolio contains an adequate number of social media and/or interactive media work samples. 2.85 | | Advertising sequence should adopt curricular changes to address the items "aesthetically pleasing" and "portfolio contains an adequate number of social media and/or interactive media work samples. |

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		
	Assessment Measure	**Criterion**
	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	Thirteen advertising interns averaged 3.92 on a 4-point scale. One hundred percent scored B or better. Therefore, the advertising sequence met the objective.	2017_2018_Advertising_Intern_Evals.csv	- Assessment Process: Continuous monitoring: The advertising sequence should continue to monitor intern performance and make adjustments as necessary.

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	
Assessment Findings	

Assessment Measure	Criterion
Direct - Exit Survey (Other)	At least 80% of responses should indicate satisfaction with the program.

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Exit Survey (Other)	Has the criterion At least 80% of responses should indicate	On a four-point scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent),	2017_2018_Exit_Surveys.xlsx	- Assessment Process: Continuous monitoring: The Advertising sequence should continue to

| | | satisfaction with the program. been met yet? Met | 11 Advertising students averaged 3.00, indicating satisfaction with the program. Eighty-two percent rated the program as "Good" or "Excellent. Therefore, the objective was met. | | monitor exit survey results and adjust as necessary. The sequence should consider expanding topics in the curriculum to further address digital advertising. One student indicating dissatisfaction with the program left the following comment: "I would recommend focusing heavily on the digital side of advertising rather than traditional. Although traditional advertising is still relevant, digital advertising is becoming more prominent. I wish I would have known about SEM and Google AdWords/Analytics before going into the field as an intern." |

Assessment List Findings for the Assessment Measure level for 80% of Advertising graduating seniors with indicate they learned Quite a Bit or Very Much on each of the twelve ACEJMC core values and competencies.

Goal/Objective	80% of Advertising graduating seniors with 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	

Assessment Measure	Criterion
Indirect - Exit Interviews	

Assessment Findings					
	Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
	Indirect - Exit Interviews	No data has been entered.	1 Principles and laws of freedom of speech and press 3.18 2 The history and role of professionals and institutions in shaping communications 3.51 3 Diversity of gender, race, ethnicity, sexual orientation, and others in the domestic society 3.45 4 Diversity of groups in a global society in relationship to communication 3.18 5 Concepts, theories, and their application in the use and presentation of images and information 3.55 6 Professional ethics and/or working ethically in pursuit of truth, accuracy, fairness and diversity 3.55 7 Thinking critically, creatively and independently 3.82 8 Conducting research and/or evaluating information by methods	2017_2018_Exit_Surveys.xlsx	- Assessment Process: Continuous monitoring: Graduating seniors indicated strong knowledge of all of the ACEJMC core values and competencies. Therefore the Advertising sequence should continue to monitor exit survey results and make adjustments as necessary.

			appropriate to your future profession 3.45 9 Writing correctly and clearly in appropriate forms and styles 3.73 10 Critically evaluating your own work and that of others for accuracy, fairness, style, and grammatical correctness 3.64 11 Applying basic numerical and/or statistical concepts 3.09 12 Applying tools and technologies appropriate for the communications professions 3.82		

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.

In the 2016-2017 assessment cycle, we suggested that "Students felt well prepared for internships, however two items on intern evaluations (copy writing and account management) suggest increased focus on these areas. GSP exams suggest advertising students struggle with writing, however, the standardized departmental approach to writing may be an invalid measure of writing for advertising. Finally, exit surveys may be better administered through or in partnership with the Office of Institutional Assessment."

In the 2017-2018 cycle we saw improvement of all areas measured in the internship evaluations with all students scoring B or better in their internships. The GSP pretest/post-test has been removed across the sequences and the department is considering alternative means of assessing writing.
Because Advertising portfolios were reviewed before the department could develop a new portfolio evaluation instrument, the 2017-2018 sequence relied on previous measures. Moving forward, the Advertising sequence will use the standardized ACEJMC measures for portfolio assessment in the 2018-2019 assessment cycle.

Adding CMCN 220 to the curriculum has created opportunities during advising to discuss with individual students the overall field of strategic communication and the role advertising plays. Other changes to the capstone course CMCN 437 Strategic Communication Campaigns, driven by advice from local professionals, has led greater understanding of the role of PR in strategic communication campaigns by advertising students, as well as the role of advertising by PR students.

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.

The Advertising sequence is gravitating away from previous measures and adopting metrics aligned with both SACS requirements and the ACEJMC core competencies and values. All measures should be both SACS and ACEJMC-friendly beginning with the 2018-2019 assessment cycle. Performance in internships has improved. The issue of writing assessment remains and the sequence should meet with PR and Org Comm to explore either a standardized approach for the strategic communication major or find a specialized approach that works with the ACEJMC core competencies and values and SACS.
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.