

2017-2018 Assessment Cycle COLA_Strategic Communication BA - Organizational Communication

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 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	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Internship Evaluation</td> <td>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. The department expects 75% of students to score at least a "C" average on the internship evaluations.</td> <td></td> </tr> </tbody> </table>	Assessment Measure	Criterion	Attachments	Direct - Internship Evaluation	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. The department expects 75% of students to score at least a "C" average on the internship evaluations.			
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Goal/Objective	Graduating seniors demonstrate their skills, abilities, and competencies in an organizational communication consulting plan.(Imported)
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Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - Capstone Assignment	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. 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. been met yet?	

Goal/Objective	Students should be able to identify organizational communication problems and solve the problems, based on evidence-based knowledge and communication theories.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
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Assessment Measures	Assessment Measure	Criterion	Attachments
	Direct - 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. 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.	
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Goal/Objective	80% of Organizational Communication students 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	Exit surveys indirectly 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.	

Goal/Objective	At least 80% of responses should indicate satisfaction with the program.
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 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)	
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Assessment Measures	Assessment Measure	Criterion
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Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Internship Evaluation	Has the criterion 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. The department expects 75% of students to score at least a "C" average on the internship evaluations. been met yet? Met	Fourteen organizational communication interns averaged 3.93 on a 4-point scale. One hundred percent scored C or better. Therefore, the organizational communication sequence met the objective.	2017_2018_Org_Comm_Intern_Evaluations.csv	- Assessment Process: Continuous monitoring: The sequence should continue to monitor interns and make adjustments as necessary.

Assessment List Findings for the Assessment Measure level for Graduating seniors demonstrate their skills, abilities, and competencies in an organizational communication consulting plan.(Imported)

Goal/Objective	Graduating seniors demonstrate their skills, abilities, and competencies in an organizational communication consulting plan.(Imported)														
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Assessment List Findings for the Assessment Measure level for Students should be able to identify organizational communication problems and solve the problems, based on evidence-based knowledge and communication theories.(Imported)

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		communication problems using evidence-based knowledge and communication theories. been met yet? Met			
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Assessment List Findings for the Assessment Measure level for 80% of Organizational Communication students with indicate they learned Quite a Bit or Very Much on each of the twelve ACEJMC core values and competencies.

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Assessment List Findings for the Assessment Measure level for At least 80% of responses should indicate satisfaction with the program.

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Assessment Findings	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 15%;">Assessment Measure</th> <th style="width: 15%;">Criterion</th> <th style="width: 30%;">Summary</th> <th style="width: 15%;">Attachments of the Assessments</th> <th style="width: 25%;">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td>Indirect - Exit Interviews</td> <td>No data has been entered.</td> <td>On a four-point scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent), fifteen Organizational Communication students averaged 3.46, indicating satisfaction with the program. Eighty-seven percent rated the program as "Good" or "Excellent. Therefore, the objective was met.</td> <td></td> <td>- Assessment Process: Continuous monitoring: The Organizational Communication sequence should continue to monitor exit surveys for student satisfaction and make adjustments as necessary. Comments from the two students who expressed dissatisfaction included: "I believe that they should offer more classes that teach the same subject. There is a small rotation of teachers for Organization Communications students. I also believe that classes such as CMCN 401 and 406 should be offered every semester. Only offering these classes every other semester can interfere with someone graduating in a decent</td> </tr> </tbody> </table>				Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Indirect - Exit Interviews	No data has been entered.	On a four-point scale (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent), fifteen Organizational Communication students averaged 3.46, indicating satisfaction with the program. Eighty-seven percent rated the program as "Good" or "Excellent. Therefore, the objective was met.		- Assessment Process: Continuous monitoring: The Organizational Communication sequence should continue to monitor exit surveys for student satisfaction and make adjustments as necessary. Comments from the two students who expressed dissatisfaction included: "I believe that they should offer more classes that teach the same subject. There is a small rotation of teachers for Organization Communications students. I also believe that classes such as CMCN 401 and 406 should be offered every semester. Only offering these classes every other semester can interfere with someone graduating in a decent
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				<p>amount of time. I also believe that instructors should give more prompt feedback on grades. Waiting at least a month or so to post grades is not acceptable or professional. If students are required to complete assignments/work on time, then instructors should meet those same requirements. I do realize that the student-teacher ratio is off balance, but I also believe that posting grades a month or so later is pushing the limits" and "Try to create more opportunities for real world experience in the field, and increase focus on measurable or hard skills."</p>
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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.

Although the students performed well on eleven of the twelve core competencies and values, the Organizational Communication sequence should meet to discuss adjusting the curriculum to address "Applying basic numerical and/or statistical concepts." The sequence should continue to monitor interns and make adjustments as necessary.

The sequence met on September 12, 2018 to discuss incorporating portfolio evaluation in to annual assessment to comply with both SACS and ACEJMC. In the meeting, adjustments to the capstone course CMCN 406 were discussed to include a portfolio component. Moving forward, materials for portfolios will come from CMCN 301, 335/345, 386, 401, and 403/404. Portfolios will be assembled in 406 and reviewed by local professionals and/or other outside reviewers.

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.