

Department of Communications Assessment Plan

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For additional details, see Assessment Summaries and Recaps in Dropbox.

Alignment of University Learning Goals with ACEJMC, Program, and Concentration Learning Outcomes

- Column 1** The five University-Wide Student Learning Goals [ULGs]
- Column 2** The 12 ACEJMC 'Professional Values and Competencies
- Column 3** The eight Department of Communications Program Learning Outcomes [PLOs]
- Column 4-8** Department of Communications Concentration Learning Outcomes [CNLOs] for all five undergraduate concentrations – *Adv., Journalism, E&T, Photo Comm., PR*

1	2	3	4	5	6	7	8
CSUF University-Wide Student Learning Goals [UPS 300.003] <i>CSUF Graduates will be able to...</i>	ACEJMC Professional Values and Competencies ACEJMC Accrediting Standards: http://www2.ku.edu/~acejmc/PROGRAM/Curent9Standards.pdf	Department of Communications Program Learning Outcomes [PLOs] <i>All Communications majors will...</i>	Department of Communications Concentration Learning Outcomes [CNLOs] – Advertising <i>In this concentration, students will...</i>	Department of Communications Concentration Learning Outcomes [CNLOs] – Entertainment & Tourism Comm. <i>In this concentration, students will...</i>	Department of Communications Concentration Learning Outcomes [CNLOs] – Journalism <i>In this concentration, students will...</i>	Department of Communications Concentration Learning Outcomes [CNLOs] – Photo Communications <i>In this concentration, students will...</i>	Department of Communications Concentration Learning Outcomes [CNLOs] – Public Relations <i>In this concentration, students will...</i>
Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view. [Goal I]	Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances; [#1]	Demonstrate a basic knowledge of historical, legal, and ethical issues that affect professional practices, and information literacy in such knowledge. [PLO07]		Demonstrate the ability to isolate and explain multiple important issues/trends in contemporary entertainment. [ETC02]	Demonstrate the ability to communicate in an ethical manner and with appreciation of acceptable historical and legal journalistic perspectives. [JOUR02]	Demonstrate a strong understanding of how to use, share, and modify digital files, how to use cameras and studio lighting equipment, and/ or how to tell journalistic stories. [PHCOM02]	
	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications; [#2]						

Evaluate the significance of how differing perspectives and trends affect their communities. [Goal V]	Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications; [#3] Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society; [#4]	Exhibit awareness of social, economic, and cultural diversity as demonstrated through the mass media. [PLO06]		Demonstrate the ability to critically evaluate how societal factors such as economics, politics, religion, culture, technology, and other germane issues act to shape entertainment, and in turn, how entertainment acts to shape society. [ETC01]			
	Understand concepts and apply theories in the use and presentation of images and information; [#5]	Apply appropriate concepts, models, and theories of communication to personal and professional situations. [PLO05]	Demonstrate the ability to plan, manage, develop and present a professional-level Integrated Marketing Communications plan [IMC] from initial client input to final plans books and formal presentations. [AD01]				
Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view. [Goal I]	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; [#6]	Demonstrate a basic knowledge of historical, legal, and ethical issues that affect professional practices, and information literacy in such knowledge. [PLO07]					Demonstrate the ability to conduct a client consultation, followed by development, administration, and evaluation of a professional communications effort that successfully addresses specific client needs. [PR02]
Think critically, using analytical and quantitative reasoning, to apply previously learned concepts to	Think critically, creatively and independently; [#7]	Apply critical thinking, research, and analysis to meet personal and professional goals. [PLO02]		Demonstrate the ability to appropriately and self-sufficiently use theory and research to support claims,	Demonstrate the ability to evaluate, interpret and disseminate information on multiple media platforms [e.g.,	Demonstrate creative undertakings with a professional quality portfolio that includes photographic and/or	

<p>new situations, complex challenges and everyday problems. [Goal II]</p>				<p>confirming the shift from assumption to evidence-based thinking. [ETC03]</p>	<p>video, audio, print, web]. [JOUR01]</p>	<p>interactive work. [PHCOM01]</p>	
	<p>Conduct research and evaluate information by methods appropriate to the communications profession in which they work; [#8]</p>						
<p>Communicate clearly, effectively, and persuasively, both orally and in writing. [Goal III]</p>	<p>Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; [#9]</p>	<p>Demonstrate written and oral proficiency appropriate to the entry level of professional practice. [PLO03]</p>	<p>Be prepared to work in a research-based environment allowing for the planning and execution of a coordinated program including media, creative materials, trade and/or consumer promotions, production and methodology to measure the final outcome of the campaign. [AD02]</p>	<p>Demonstrate written proficiency appropriate for entry-level professional practice and continued scholarship across the Entertainment Studies Concentration and Department. [ETC04]</p>			
	<p>Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; [#10]</p>	<p>Demonstrate effective use of communication tools and technologies appropriate to the entry level of professional practice. [PLO04]</p>		<p>Demonstrate verbal proficiency in articulating ideas and arguments for entry-level professional practice and continued scholarship across the Entertainment Studies Concentration and Department. [ETC05]</p>			<p>Demonstrate excellence in written communication and the ability to strategically use different media to communicate different types of informative and persuasive messages. [PR03]</p>
<p>Recognize their roles in an interdependent global community. [Goal VI]</p>	<p>Apply basic numerical and statistical concepts; [#11]</p>						
<p>Work effectively as a team member or leader to</p>	<p>Apply tools and technologies appropriate for the</p>	<p>Demonstrate skills and knowledge for entry into professional</p>		<p>Demonstrate a knowledge base sufficient to act as a</p>			<p>Demonstrate knowledge of campaign communication, along</p>

achieve a broad variety of goals. [Goal IV]	communications professions in which they work. [#12]	practice. [PLO01]		foundation appropriate for graduate study. [ETC06]			with ability to conduct a professional-level research-based communications campaign from start to finish. [PR01]
		Demonstrate awareness of the history and role of professionals within students' chosen occupational area. At the same time, Communications students will demonstrate current knowledge of and interest in their profession by active co-curricular engagement with professionals from outside of the classroom. [PL008]					

PLO #1 is aligned with the following courses: COMM 201, 351, 444, 449, 464, 474, 495.

PLO #2 is aligned with the following courses: COMM 317, 410, and 446.

PLO #3 is aligned with the following courses: COMM 101, 202, 362, 451.

PLO #4 is aligned with the following courses: COMM 201, 317, 410, 446, 451, 464, 474.

PLO #5 is aligned with the following courses: COMM 202, 233, 317, 351, 362, 446.

PLO #6 is aligned with the following courses: COMM 233, International Education.

PLO #7 is aligned with the following course: COMM 407.

PLO #8 is aligned with the following courses: COMM 321, 346, 350, and 361 + Co-Curricular Engagement

(“History and Role of the Professional”)

(PLO #8 was added in spring 2016)

Alignment of University Learning Goals with College of Communications Interpretation of WASC Core Competencies, ACEJMC Professional Values and Competencies & Department of Communications Program Learning Outcomes

Column 1 The five University-Wide Student Learning Goals [ULGs]
Column 2 College of Communications Interpretation of WASC Core Competencies

Critical Thinking – The ability to think in a way that is clear, reasoned, effective, informed by evidence and context, and aimed at deciding what to believe or do. Dispositions supporting critical thinking include open-mindedness and motivation to seek the truth.

Written Communication – Communication by means of written language for informational, persuasive, and expressive purposes. Written communication may appear in many forms or genres. Successful written communication depends on mastery of the conventions of the written language, including proper use of attribution, facility with culturally accepted structures for presentation and argument, awareness of audience, and other situation-specific factors (e.g., writing technologies and mixing text, data, and images).

Oral Communication – Communication by means of spoken language for informational, persuasive, and expressive purposes, applying critical thinking principles. In addition to speech, oral communication may employ visual aids, body language, intonation, and other non-verbal elements to support the conveyance of meaning and connection with the audience.

Quantitative Reasoning – The ability to apply mathematical concepts and tools to the interpretation and analysis of quantitative information to solve a wide range of problems.

Information Literacy – The ability to determine the extent of information needed, access it, evaluate it and its sources, use the information effectively, and do so ethically and legally.

Column 3 The 12 ACEJMC Professional Values and Competencies

Column 4 Department of Communications 8 Program Learning Outcomes

Faculty developed the College of Communications Interpretation of WASC Core Competencies during the CSUF Faculty Senate Core Competencies Retreat on 10/16/2015.

See Table beginning on the following page.

1	2	4	3
CSUF University-Wide Student Learning Goals [UPS 300.003] <i>CSUF Graduates will be able to...</i>	College of Communications Interpretation of WASC 5 Core Competencies	Department of Communications Program Learning Outcomes [PLOs] <i>All Communications majors will...</i>	ACEJMC Professional Values and Competencies ACEJMC Accrediting Standards: http://www2.ku.edu/~acejmc/PROGRAM/Current 9 Standards.pdf
Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view. [Goal I]	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Critical Thinking</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Information Literacy</div>	Demonstrate a basic knowledge of historical, legal, and ethical issues that affect professional practices, and information literacy in such knowledge. [PL007]	Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances; [#1]
Evaluate the significance of how differing perspectives and trends affect their communities. [Goal V]	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Critical Thinking</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Information Literacy</div>	Exhibit awareness of social, economic, and cultural diversity as demonstrated through the mass media. [PL006]	Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications; [#3]
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Critical Thinking</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Quantitative Reasoning</div>	Apply appropriate concepts, models, and theories of communication to personal and professional situations. [PL005]	Understand concepts and apply theories in the use and presentation of images and information; [#5]

<p>Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view. [Goal I]</p>	<p>Critical Thinking Information Literacy</p>	<p>Demonstrate a basic knowledge of historical, legal, and ethical issues that affect professional practices, and information literacy in such knowledge. [PLO07]</p>	<p>Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; [#6]</p>
<p>Think critically, using analytical and quantitative reasoning, to apply previously learned concepts to new situations, complex challenges and everyday problems. [Goal II]</p>	<p>Critical Thinking</p>	<p>Apply critical thinking, research, and analysis to meet personal and professional goals. [PLO02]</p>	<p>Think critically, creatively and independently; [#7]</p>
<p>Communicate clearly, effectively, and persuasively, both orally and in writing. [Goal III]</p>	<p>Oral Communication Written Communication</p>	<p>Demonstrate written and oral proficiency appropriate to the entry level of professional practice. [PLO03]</p>	<p>Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; [#9]</p>
	<p>Information Literacy</p>	<p>Demonstrate effective use of communication tools and technologies appropriate to the entry level of professional practice. [PLO04]</p>	<p>Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; [#10]</p>
<p>Recognize their roles in an interdependent global community. [Goal VI]</p> <p>Work effectively as a team member or leader to achieve a broad variety of goals. [Goal IV]</p>	<p>Oral Communication Written Communication</p>	<p>Demonstrate skills and knowledge for entry into professional practice. [PLO01]</p>	<p>Apply basic numerical and statistical concepts; [#11]</p>
	<p>Quantitative Reasoning</p>	<p>Demonstrate awareness of the history and role of professionals within students' chosen occupational area. At the same time, Communications students will demonstrate current knowledge of and interest in their profession by active co-curricular engagement with professionals from outside of the classroom. [PLO08]</p>	<p>Apply tools and technologies appropriate for the communications professions in which they work. [#12]</p>

Alignment of Courses and Course Learning Outcomes

Each course in which assessment is conducted is shown below. Each course serves to (I) introduce, (D) develop, or allow (M) allow mastery of concept(s). Each course is linked with relevant university, ACEJMC, and program outcomes as shown column 1, 2, and 3. The Course Learning Outcome(s) for each course in which assessment is completed are identified under the course number.

- Column 1** The five University-Wide Student Learning Goals [ULGs]
Column 2 The 12 ACEJMC Professional Values and Competencies
Column 3 The 8 Department of Communications Program Learning Outcomes [PLOs]
Column 4 Courses assessed in the Communication Core
Column 5-9 Courses assessed in the Communication Subject Concentrations
Column 10 Co-Curricular Assessment and Assessment of International Education Experiences

1	2	3	4	5	6	7	8	9	10
CSUF University-Wide Student Learning Goals [UPS 300.003] <i>CSUF Graduates will be able to...</i>	ACEJMC 'Professional Values and Competencies' ACEJMC Accrediting Standards: http://www2.ku.edu/~acejmc/PROGRAM/Current9Standards.pdf	Department of Communications Program Learning Outcomes [PLOs] <i>All Communications majors will...</i>	Communications Core	Advertising Concentration	Entertainment & Tourism Concentration	Journalism Concentration	Photo Communications Concentration	Public Relations Concentration	Co-Curricular And Int'l Study
[I.] Intellectual literacy	[1.] Freedom of speech	[7.] Historical, legal, ethical issues	COMM 407 (I) CLOs #1,2,3						
	[2.] History & role of prof.	[8.] H&ROP		COMM 350	COMM 346	COMM 425	COMM 321	COMM 361	Co-Curricular Assessment
[V.] Differing perspectives	[3.] Gender/ race/ ethnicity	[6.] Social, economic, cultural diversity	COMM 233 (I)						International Education
	[4.] Diversity of peoples and cultures								
	[5.] Concepts/ theories/ images and information	[5.] Concepts, models, and theories of communication	COMM 233 (I)	COMM 351 (I) CLOs #2,3,4	COMM 446 (D) CLOs #3, 4	Problems here COMM 202 (I) CLOs #1, 2, 6	Problems here COMM 317 (I) CLOs #1,2,3 *See note below	COMM 362 (D) CLOs #1,2	

[I.] Intellectual literacy	[6.] Ethical principles/pursuit of truth, accuracy, fairness and diversity	[7.] Historical, legal, and ethical issues	COMM 407 (I) CLOs #1,2,3						
[II.] Creative thinking/reasoning	[7.] Creative thinking/independence	[2.] Apply critical thinking, research, and analysis	COMM 410 (D) CLOs #1, 2		COMM 446 (D) CLOs #3, 4		Problems here COMM 317 (I) CLOs #1,2,3 *See note below		
	[8.] Conduct research/evaluate information			COMM 451 (M) CLOs #1,2	COMM 449 (M) CLOs #2, 3, 4	Problems here COMM 471 (M) COMM 472 (M) 471 - CLOs #1,2,6 472 - CLOs #1,2,65			
[III.] Communicate clearly, effectively, persuasively	[9.] Write correctly and clearly	[3.] Written and oral proficiency	Problems here COMM 101 (I) CLOs #1,2,3 *See note below	COMM 451 (M) CLOs #1,2		Problems here COMM 202 (I) CLOs #1, 2, 6		COMM 362 (D) CLOs #1,2	
	[10.] Critically evaluate work for accuracy, fairness, clarity	[4.] Effective use of comm tools and technologies	COMM 410 (D) CLOs #1, 2	COMM 451 (M) CLOs #1,2 COMM 474 (M) CLOs #1, 2, 3, 4	COMM 446 (D) CLOs #3, 4 COMM 474 (M) CLOs #1, 2, 3, 4	Problems here COMM 201 (I) CLOs #1, 5, 6 *See note below	Problems here COMM 317 (I) CLOs #1,2,3 *See note below	COMM 464 (M) COMM 474 (M) CLOs #1, 2, 3, 4	
[VI.] Roles in interdependent global community	[11.] Numerical and statistical concepts	[1.] Skills and knowledge/professional practice	COMM 495 (M) CLOs# 1,2,3,4,5		COMM 449 (M) CLOs #2, 3, 4				
[IV.] Work effectively as a team member or leader	[12.] Apply tools and technologies	[1.] Skills and knowledge/professional practice	COMM 495 (M) CLOs# 1,2,3,4,5	COMM 351 (I) CLOs #2,3,4	COMM 449 (M) CLOs #2, 3, 4	COMM 201 (I) CLOs #1, 5, 6 *See note below	COMM 444 (M) CLOs #1,2,3 *See note below	COMM 464 (M) COMM 474 (M) CLOs #1, 2, 3, 4	

Assessment Schedule

Department of Communications Assessment Plan							
	CORE	ADV	ETC	JOUR	PHOTOCOMM	PR	Int'l Study
Scheduled assessment years	2011-12	2012-13	2012-13	2013-14	2013-14	2011-12	Fall 2015
	2014-15	2015-16	2015-16	scheduled but not conducted	scheduled but not conducted	2014-15	Fall 2016
	2011-12	2012-13	2012-13	2016-17	On hold until decisions are made about the future of the concentration		

Assessment Administration Completed, and Actions Taken

Core Course Assessment	Direct and/ or indirect evidence to be collected in support of assessment (General outcomes highlighted.)	Evidence and collection process	Evaluation process	Assessment of evidence	Assessment history and resulting actions
COMM 101 (I)	Pending				
COMM 233 (I)	<u>Direct</u> : Online pre/ post testing to verify student ability to recall and list and describe critical concepts.	Pre/ posttest instrument developed by faculty teaching within the core. Online administration; all enrolled students in all sections will be invited to participate. Incentives for student participation are at the individual discretion of the instructors.	Assessment committee generates data summaries that are given to the department chair along with a descriptive report. All supporting data and documentation are kept in Drop Box.	70% correct is considered 'acceptable' on the posttest	<p>Fall 2011, first administration. Pretest – 41.3% correct response (n = 126). Posttest – 62.7% correct response (n = 166). Student comments suggest faculty did not explain the reason for the pre/ posttest. Faculty members were asked to do so in the future. We need to keep record of total enrollment in all sections in assessment semester.</p> <p>Fall 2013, assessment was going to be done again, but instructional faculty said they were designing a new questionnaire and needed more time. The faculty took no action to develop a new questionnaire.</p> <p>Fall, 2014, assessment was undertaken with existing questionnaire. Pretest – 41% correct response (n = 104). Posttest – 67% correct response (n = 48). The concern about a low response rate and failure to reach 70% correct was shared with the instructional faculty. A spreadsheet is being kept to track correct/ incorrect responses to specific questions.</p>
COMM 407 (I)	<u>Direct</u> : Online pre/ post testing to verify student ability to recall and list and describe critical concepts.	Pre/ posttest instrument developed by faculty teaching within the core. Online administration; all enrolled students in all sections will be invited to participate. Incentives for student participation are at the individual discretion of the instructors.	Assessment committee generates data summaries that are given to the department chair along with a descriptive report. All supporting data and documentation are kept in Drop Box.	70% correct is considered 'acceptable' on the posttest	<p>Spring 2012, first administration. Pretest – 43% correct response (n = 196). Posttest – 49% correct response (n = 360).</p> <p>Fall 2014 administration, Pretest – 45% correct response (n = 43). Posttest – 69% correct response (n = 36). The low response rate is quite troubling. This issue was raised with the instructional faculty.</p> <p>The concern about a low response rate and failure to reach 70% correct was shared with the instructional faculty. A spreadsheet is being kept to track correct/ incorrect responses to specific questions.</p> <p>In Fall 2015, a faculty discussion (focusing on assessment evidence and data collected) was held during the Department of Communications Retreat on August 28, 2015. The faculty agreed to continue this discussion during the fall semester to “close the loop” on issues involving student learning in this course.</p>

<p>COMM 410 (D)</p>	<p>Pending</p>				<p>In Fall 2015, a faculty discussion (focusing on assessment evidence and data collected) was held during the Department of Communications Retreat on August 28, 2015. The faculty agreed to continue this discussion during the fall semester to “close the loop” on issues involving student learning in this course.</p>																																			
<p>COMM 425 (D)</p>	<p><u>Direct:</u> Online pre/ post testing to verify student ability to recall and list and describe critical concepts.</p>	<p>Pre/ posttest instrument developed by faculty teaching within the core. Online administration; all enrolled students in all sections will be invited to participate. Incentives for student participation are at the individual discretion of the instructors.</p>	<p>Assessment committee generates data summaries that are given to the department chair along with a descriptive report. All supporting data and documentation are kept in Drop Box.</p>	<p>70% correct is considered ‘acceptable’ on the posttest</p>	<p>Fall 2011, first administration. Pretest - 55.8% correct response (n = 82). Posttest - 72.7% correct response (n = 9). Some instructors did not ask students to participate. A discussion of procedure was held with instructional faculty.</p> <p>Fall 2012, 467 total seats in all sections. Pretest – 54% correct response (n = 220). Posttest 62% correct response (n = 150). A spreadsheet is being kept to track correct/ incorrect responses to specific questions. Some faculty members have raised concerns about different books being used in different sections of the course (or in some cases, no books at all). Discussion of this issue is warranted. Need to keep record of total enrollment in all sections in assessment semester.</p> <p>In Fall 2015, a faculty discussion (focusing on assessment evidence and data collected) was held during the Department of Communications Retreat on August 28, 2015. The faculty agreed to continue this discussion during the fall semester to “close the loop” on issues involving student learning in this course.</p> <p>COMM 425 is dropped from regular assessment as of Spring 2017, as COMM 425 will be part of the “History and Role” assessment moving forward.</p>																																			
<p>COMM 495 (M)</p>	<p><u>Direct:</u> Student work samples from internship experience showing ability to apply professional learning in a specific context.</p> <p><u>Indirect:</u> Employer survey showing professional evaluation of student strengths and weaknesses.</p>	<p>The faculty supervisor of internships will identify and collect evidence of internship performance. Evidence collected will be at the faculty supervisor’s discretion.</p> <p>At least 50 student works will be assessed.</p>	<p>The faculty supervisor of internships will summarize evidence collected and provide that summary to the department assessment committee. All original documents and data will remain with the internship program office.</p>	<p>The faculty supervisor of internships will determine qualitative and/ or quantitative performance standards for internship.</p>	<p>During the 2015-2016 academic year, the Department of Communications saw 717 students enroll in COMM 495T to earn 3 units of credit for completion of an academic internship. COMM 495T is a Credit/No Credit course which is offered in Fall, Spring, and Summer and requires 120 hours of service at an internship, in addition to employer approval by the Center for Internships and Community Engagement and a passing grade on eight (8) assignments during the semester of enrollment.</p> <table border="1" data-bbox="1491 982 2607 1299"> <thead> <tr> <th>Communications 495T Enrollment</th> <th>Fall 2015</th> <th>Spring 2016</th> <th>Summer 2016</th> <th>2015-2016 Academic Year</th> </tr> </thead> <tbody> <tr> <td>80 - Advertising</td> <td>40</td> <td>70</td> <td>27</td> <td>137</td> </tr> <tr> <td>02 - Entertainment</td> <td>39</td> <td>99</td> <td>32</td> <td>170</td> </tr> <tr> <td>03 - Journalism</td> <td>26</td> <td>46</td> <td>25</td> <td>97</td> </tr> <tr> <td>04 - Photocommunications</td> <td>2</td> <td>12</td> <td>4</td> <td>18</td> </tr> <tr> <td>05 - Public Relations</td> <td>66</td> <td>152</td> <td>77</td> <td>295</td> </tr> <tr> <td>All Concentrations</td> <td>173</td> <td>379</td> <td>165</td> <td>717</td> </tr> </tbody> </table> <p>The internship program for the Department of Communications has been in place for over 40 years and brings together resources from three key offices on campus to support students in researching, applying, approving, and preparing for successful internship experiences. 91% of students enrolled in COMM 495 received credit when grades posted at the end of the semester. Keep in mind that this does not include students who request an extension and initially receive an “incomplete” for the course, then have their grade updated to “credit” once they complete the required 120 hours</p>	Communications 495T Enrollment	Fall 2015	Spring 2016	Summer 2016	2015-2016 Academic Year	80 - Advertising	40	70	27	137	02 - Entertainment	39	99	32	170	03 - Journalism	26	46	25	97	04 - Photocommunications	2	12	4	18	05 - Public Relations	66	152	77	295	All Concentrations	173	379	165	717
Communications 495T Enrollment	Fall 2015	Spring 2016	Summer 2016	2015-2016 Academic Year																																				
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All Concentrations	173	379	165	717																																				

					immediately following the semester. That number increases by about 5% once all the incompletes are updated, so I would estimate that 96% of our students received credit for COMM 495 in 2015-2016.
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Advertising Concentration Assessment	Direct and/ or indirect evidence to be collected in support of assessment (General outcomes highlighted.)	Evidence and collection process	Evaluation process	Assessment of evidence	Assessment history and resulting actions
COMM 350 (H&ROP)	<p><u>Direct:</u> Student pre and post-test involving specific questions about History and Role of a professional in this discipline. Questions were written by the faculty teaching this course.</p> <p><u>Indirect:</u> Data collected from survey of co-curricular engagement.</p>	<p>Student responses to 20-question pre- and post-test questionnaire administered electronically in all sections.</p> <p>Data collected from faculty members and student organization leaders about students engaged in co-curricular activities during the academic year.</p>	Faculty coordinator of assessment reviews the information.	Our benchmark is to have 70% response from students in the classes, and of those responses, we seek 70% correct on the post-test.	<p>A summary of the results is written up and presented to the faculty for discussion and possible improvement actions.</p> <p>Spring 2016 COMM 350 Improvement from 55% correct to 77% correct responses (+22%)</p>
COMM 351 (I)	<p><u>Direct:</u> Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it.</p>	<p>Embedded assignment: Creative Brief. Instructional faculty selects a random sample from across all sections, with the number selected dependent on the number of students/ sections.</p>	<p>Two advertising faculty and one or two professionals participate in the assessment process. Student work will be evaluated using a rubric that the ADV faculty approved for this purpose.</p>	<p>ADV concentration faculty establishes performance standards and those standards are reported to the assessment committee along with results of the evaluation of evidence. A summary memo is provided. ADV concentration faculty is responsible for any curriculum change, consistent with existing department curriculum revision procedures.</p>	<p>Spring 2013, the first assessment was conducted. There was a total enrollment of 120; 47 creative briefs were collected.</p> <p>Number / proportion of Creative Brief considered “excellent” in quality: 19, or 41% Number / proportion of Creative Brief considered “very good” in quality: 13, or 28% Number / proportion of Creative Brief considered “satisfactory” in quality: 8, or 16% Number / proportion of Creative Brief considered “substandard” in quality: 7, or 15%</p> <p>One faculty member assigned significantly higher scores than the other faculty member and the outside professional. While the results listed in this document reflect the actual evaluative data, it must be noted that this disparity skews the results upward. It is suggested that the ADV faculty visit this issue and develop a concentration-wide consensus on how to best evaluate future work examples. (There has been no report of this happening.) Copies of Creative Brief (student names blacked out) are on file, along with copies of the rubric used to evaluate student work.</p> <p>COMM 351 – Spring 2016 assessment involved asking students in all sections to write a persuasive blog. What made this assignment unique, and indeed, what has changed the face of advertising, is that social media has become a major player in advertising, and persuasive communications must adapt to that unique format and multi-dimensional platforms. Asking students to create a blog was an entirely new creative challenge and an excellent test for our</p>

					<p>students to gauge their writing ability. First, there was the persuasive requirement and second, delivering it through a new channel, which each student had to create. Since blogs have become an extremely credible advertising format today, having students becoming comfortable writing within this category was an important part of the assessment. We learned that students did extremely well writing a persuasive blog, which encouraged consumers to visit the blogger’s website that featured a specific product. Students were familiar with the format and followed the prompt closely, applying their persuasive skills well within the framework. A total of 60 students completed the assignment. Three COMM 351 instructors evaluated student work. Student work was evaluated as “A” quality (24), “B” quality (30), and “C” quality (6). Therefore, 100% of students scored satisfactory or above. Thank you to Pete Evanow, Eva Hedger, and Michelle Kurland for this assessment report.</p>
<p>COMM 451 (M)</p>	<p><u>Direct:</u> Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it.</p>	<p>Embedded assignment: In COMM 451A, student AAF entry is the unit of analysis. In COMM 451 B, the student team campaign plan book is the unit of analysis.</p>	<p>Two advertising faculty and one or two professionals participate in the assessment process. Student work will be evaluated using a rubric that the ADV faculty approved for this purpose.</p>	<p>ADV concentration faculty establishes performance standards and those standards are reported to the assessment committee along with results of the evaluation of evidence. A summary memo is provided. ADV concentration faculty is responsible for any curriculum change, consistent with existing department curriculum revision procedures.</p>	<p>Initial assessment was done in Spring 2013, but not reported to the Assessment Committee until Spring 2014. Total student enrollment was 115; only 7 team plans books were collected. The ADV faculty reported “two external professionals were selected to evaluate the plans books using the rubric approved by the Advertising Sequence” but did not report who the professionals were or what their comments were. The assessment involved collection of the plans books from COMM 451A (the AAF competition course), COMM 451B (a course involving creation of a hypothetical campaign plan) and COMM 451C (at that time, the student agency, in which actual client campaigns were conducted). Essentially, the three types of “plans books” were all different, but they were evaluated the same way by the unnamed faculty and professionals. The summary report from the ADV faculty puts it this way: “The researcher went back to the three original plans book of COMM 451C to ensure that these results are meaningful. It turns out that the plans books out of COMM 451C (Student-run PR/Advantage agency) are very different from those out of COMM 451A and COMM 451B.” The ADV faculty was quite critical of the administration of the student-run agency, but the ADV faculty refused all offers by agency faculty to meet at the agency and discuss curriculum and pedagogy. The ADV faculty refused to provide CLOs for COMM 451A and COMM 451B.</p> <p>Resulting actions: COMM 451A and COMM 451B CLOs were written by the assessment coordinator, following the catalog description and reflecting the differences between A and B sections. Agency section COMM 451C was discontinued. All agency sections will be COMM 474 as of Fall 2015. The ADV faculty will have to revisit the COMM 451 assessment plan before the existing COMM 451A and COMM 451B sections are assessed again.</p> <p>Student plans books were collected in Spring 2016. Instructional faculty were unable to identify outside professionals to collaborate on a review. Facing deadline pressure, the assessment coordinator circulated an online survey asking ADV faculty, instructors from the course, and members of the Curriculum and Assessment Committee to review the evidence and make judgments about student learning. Minimal response was received (n = 4). Results reflect disagreement over CLOs, the overall direction of the course, and quality of the evidence of student learning. Assessment coordinator has asked for all interested parties to come together in Spring 2017 and discuss these significant concerns.</p>

Journalism Concentration Assessment	Direct and/ or indirect evidence to be collected in support of assessment (General outcomes highlighted.)	Evidence and collection process	Evaluation process	Assessment of evidence	Assessment history and resulting actions
COMM 201 (I)	<u>Direct</u> : Student feature story work samples from COMM 201 showing students' ability to apply journalism concepts and ethical understandings through reporting, writing, and editing.	Feature story assignments will be made in COMM 201 course section(s). Collected feature stories will be reviewed by instructional faculty.	Instructional faculty will review student work and examine the work for strengths and weaknesses using a common rubric.	Instructional faculty will write a paired reflection summary that reports on the findings and makes recommendations for improvements in the course that may result in stronger student performance.	Spring 2015 - A faculty paired reflection assessment pilot tested by Bonnie Stewart was reviewed and accepted by the committee. This assessment should be implemented beginning in AY 2016, using the structure Bonnie has established.
COMM 202 (I)	Pending				
COMM 471 (D) concepts	Pending				
COMM 472 (D) concepts	Pending				
COMM 471 (M)	Pending				
COMM 472 (M)	Pending				

Entertainment & Tourism Concentration Assessment	Direct and/ or indirect evidence to be collected in support of assessment (General outcomes highlighted.)	Evidence and collection process	Evaluation process	Assessment of evidence	Assessment history and resulting actions
COMM 346 (H&ROP)	<u>Direct</u> : Student pre and post-test involving specific questions about History and Role of a professional in	Student responses to 21-question pre- and post-test questionnaire administered electronically in all	Faculty coordinator of assessment reviews the information.	Our benchmark is to have 70% response from students in the classes, and of those responses, we seek 70% correct on the post-test.	A summary of the results is written up and presented to the faculty for discussion and possible improvement actions. Spring 2016 COMM 346 Improvement from 34% correct to 51% correct responses (+17%)* <i>*However, the 7% post-test response rate is too low for us to be confident about student</i>

	<p>this discipline. Questions were written by the faculty teaching this course.</p> <p><u>Indirect</u>: Data collected from survey of co-curricular engagement.</p>	<p>sections.</p> <p>Data collected from faculty members and student organization leaders about students engaged in co-curricular activities during the academic year.</p>			<p><i>learning.</i></p> <p>The teaching faculty and the department chair have been notified about this and a discussion has been recommended so that we can avoid low response rate in the future.</p>
<p>COMM 446 (D)</p>	<p><u>Direct</u>: Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it.</p>	<p>Embedded assignment: Faculty teaching COMM 446 collect copies of a late semester research paper assignment that is consistent across all sections of the course. Faculty will select as many items for evaluation as the faculty deems reasonable. Items evaluated should reflect random selection.</p>	<p>Faculty within the concentration meet to evaluate the evidence using evaluation rubric/ guidelines established by the faculty.</p>	<p>E&T faculty establishes performance standards and those standards will be reported to the assessment committee along with results of the evaluation of evidence.</p>	<p>First assessment, Fall 2012. In fall 2012, there were four sections of COMM 446 taught by three different instructors. Total enrollment: 120. Number of papers collected for assessment: 106. Each instructor evaluated his/ her own student papers on a standardized grading rubric. Papers were assessed on the four factors listed below on the following four-point scale: 1 Fails to Demonstrate, 2 Needs Improvement, 3 Meets Expectations, 4 Exceeds Expectations. The information below represents averaged data from all sections of COMM 446.</p> <ul style="list-style-type: none"> ➤ Student work approached or exceeded expectations in all areas. ➤ Reflecting the central focus of the course, evaluations were given for students' abilities to explain and critique current entertainment trends and/or issues and their relationship to key societal factors and issues. ➤ Evaluations were lowest for students' abilities to support their arguments with theory and research. In reviewing these findings, faculty committed to spending more time in this course addressing these skills. The recent adoption of a required research course (COMM 410) should also help students hone these skills. <p>Copies of evaluation grids for each paper are on file. Faculty retained copies of student papers.</p> <p>Spring 2016 – Assessment effort failed. From the ETC faculty report of 2/8/2016: “Per the assessment document instructions from Doug Swanson, Fall 2015 COMM 446 courses’ assignments were to contribute to the assessment. (Instructors) agreed to a review of term papers. (Instructor 1) said the term paper assignment in his COMM 446 class is a media trends paper. (Instructor 2) said his term paper assignment is a debate paper, and contains trends information with theoretical foundations. (Instructors 1 and 2) agreed that both of their paper assignments reflect evidence of knowledge and application. However, it was discussed that their papers are not entirely similar; therefore, (Instructors 1 and 2) agreed to e-mail their assignment guidelines and rubrics to each other. ... (Instructors 1 and 2) agreed to review 10-15 papers randomly at a future date, and would have an outcome report prepared by mid-April. These results will be reported to Jason and Doug.”</p>

COMM 449 (M)	<u>Indirect</u> : Industry professional evaluation of student strengths and weaknesses.	A sample of student projects is selected randomly from across all sections of COMM 449 for evaluation. Faculty will select as many items for evaluation as the faculty deems reasonable.	A committee of professionals from the entertainment workplace is convened to review the evidence, make a judgment and draft a summary report for the assessment committee.	E&T faculty establishes performance standards and those standards are reported to the assessment committee along with results of the evaluation of evidence.	<p>First assessment, Fall 2012. Number of students enrolled in all sections, 82. Faculty teaching COMM 449 collected copies of student (team) projects. Number of projects collected and reviewed, 20. In this course, students learn to use a management by objective “model” to “solve” business issue or problem. Some faculty members have students use this approach to develop integrated communication plans, while others have students develop business plans. All of the projects collected for this assessment focused on business plans created for new entertainment and tourism enterprises. Student groups, ranging from 3-5 people, each selected and developed a plan for a new entertainment or tourism business of their choice. A committee of professionals from entertainment and tourism fields was convened to evaluate the projects on standardized grading rubrics and was interviewed for their feedback regarding the students’ work. Evaluation averages in all areas approached “meeting expectations” with background/situation analysis skills rated the highest, and goals and objectives ranking the lowest, indicating the greatest need for improvement. Given that this course now serves entertainment and tourism communications students exclusively, I have recommended to concentration faculty that we revisit our course objectives and learning strategies to insure they are best aligned with our concentration focus (Cindy King). A complete report with all data can be found in Drop Box.</p> <p>Spring 2016 - Assessment was scheduled for Spring 2016 but due to curriculum/ pedagogy conflicts between different sections, assessment is “on hold” until problems with the course can be resolved. ETC faculty met on 2/8/2016 and decided to delay any discussion “until a larger, more representative group is available.”</p>
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Photo Comm Concentration Assessment	Direct and/ or indirect evidence to be collected in support of assessment (General outcomes highlighted.)	Evidence and collection process	Evaluation process	Assessment of evidence	Assessment history and resulting actions
COMM 317 (D)	Pending				
COMM 321 (H&ROP)	<u>Direct</u> : Student pre and post-test involving specific questions about History and Role of a professional in this discipline.	Student responses to 12-question pre- and post-test questionnaire administered electronically in all sections.	Faculty coordinator of assessment reviews the information.	Our benchmark is to have 70% response from students in the classes, and of those responses, we seek 70% correct on the post-test.	<p>A summary of the results is written up and presented to the faculty for discussion and possible improvement actions.</p> <p>Spring 2016 COMM 321 Improvement from 60% correct to 73% correct responses (+13%)* <i>*As the result of miscommunication, the instructor administered the post-test at the end of the following semester, in COMM 421. The same group of students was involved in</i></p>

	<p>Questions were written by the faculty teaching this course.</p> <p><u>Indirect:</u> Data collected from survey of co-curricular engagement.</p>	<p>Data collected from faculty members and student organization leaders about students engaged in co-curricular activities during the academic year.</p>			<p><i>both pre- and post-testing, but the administration of the test in different classes did not follow the assessment plan.</i></p>
COMM 444 (M)	Pending				

PR Concentration Assessment	Direct and/ or indirect evidence to be collected in support of assessment (General outcomes highlighted.)	Evidence and collection process	Evaluation process	Assessment of evidence	Assessment history and resulting actions
COMM 361 (H&ROP)	<p><u>Direct:</u> Student pre and post-test involving specific questions about History and Role of a professional in this discipline. Questions were written by the faculty teaching this course.</p> <p><u>Indirect:</u> Data collected from survey of co-curricular engagement.</p>	<p>Student responses to a 20-question pre- and post-test questionnaire administered electronically in all sections.</p> <p>Data collected from faculty members and student organization leaders about students engaged in co-curricular activities during the academic year.</p>	<p>Faculty coordinator of assessment reviews the information.</p>	<p>Our benchmark is to have 70% response from students in the classes, and of those responses, we seek 70% correct on the post-test.</p>	<p>A summary of the results is written up and presented to the faculty for discussion and possible improvement actions.</p> <p>COMM 361 – Fall 2015 - assessment results show improvement from pre- to post-test (60% correct on pretest and 68% on posttest). However, not all sections got the link, so only 55% of enrolled students participated at the beginning, and 49% at the end. We will need to work on procedures to bring about more participation. The most important thing at this point is that we are <u>doing</u> assessment on this issue that the ACEJMC site visit team was concerned about.</p>
COMM 362 (D)	<p><u>Direct:</u> Student writing/ creative work involving the ability to describe a complex situation</p>	<p>Embedded assignment: Instructional faculty collects copies of a late semester news</p>	<p>COMM 362 faculty may opt to evaluate news releases and provide summary results to the assessment committee.</p>	<p>PR concentration faculty established a performance standard that 70% of all work collected will be evaluated as “satisfactory or</p>	<p>Fall 2011 was the first assessment. There were six sections of COMM 362 taught by four different instructors. Total enrollment was 118. Number of assignments collected for review was 89. One faculty member chose to evaluate news releases on his own, using his rubric. Other faculty members chose to have the assessment committee do the evaluation, using instructor-provided rubrics. The committee did so on Feb. 10, 2012. The information below</p>

	and apply a theory or model to solve it.	release assignment. At least 50 student works will be collected, and a large randomly selected group of works is assessed.	Faculty members may opt to provide news releases for the committee and have the committee do the evaluation, using the faculty member's rubric.	better" in quality.	<p>represents aggregated data from all sections of COMM 362.</p> <p>Number / proportion of news releases considered "excellent" in quality: 16, or 18%</p> <p>Number / proportion of news releases considered "very good" in quality: 28, or 31%</p> <p>Number / proportion of news releases considered "satisfactory" in quality: 32, or 36%</p> <p>Number / proportion of news releases considered "substandard" in quality: 13, or 15%</p> <p>More than three-quarters of the work (85%) documents student conceptual and writing skills that our faculty considers to be "satisfactory" or better.</p> <p>Almost half of the student work (49%) documents student conceptual and writing skills that our faculty considers to be "excellent" or "very good."</p> <p>A small proportion of the student work (15%) documents "substandard" skills.</p> <p>One faculty member did not follow instructions for evidence gathering and, as a result, no student work was available from that instructor's COMM 362 section. Copies of news releases (student names blacked out) are on file, along with copies of the instructor rubrics that were used to evaluate student work and a full narrative of findings. Faculty are pleased with these results and will continue to monitor COMM 362 to see what changes are appropriate for the future. The course name was changed from PR Writing to PR Writing I in an effort to clearly distinguish it from the COMM 462 advanced writing class.</p> <p>Spring 2015, COMM 362 was assessed following the same procedures as in 2012. Jeesun Kim was the coordinator. A full report is in the Drop Box. Total enrollment: 160. News releases collected for assessment: 123. Three faculty members from the curriculum & assessment committee evaluated news releases using instructor-provided rubrics. The information below represents aggregated data from five sections of COMM 362.</p> <p>Number / proportion of news releases considered "excellent" in quality: 6, or 5%</p> <p>Number / proportion of news releases considered "very good" in quality: 23, or 19%</p> <p>Number / proportion of news releases considered "satisfactory" in quality: 49, or 40%</p> <p>Number / proportion of news releases considered "substandard" in quality: 45, or 36%</p> <p>Summary of results:</p> <ul style="list-style-type: none"> ➤ Nearly two-thirds of the work (64%) documents student conceptual and writing skills that our faculty considers to be "satisfactory" or better. ➤ Almost one-fourth of the student work (24%) documents student conceptual and writing skills that our faculty considers to be "excellent" or "very good." ➤ Approximately one-third of the student work (36%) documents "substandard" skills. <p>Unfortunately, these results show more student work in the substandard level compared to the 2011 assessment report. The committee summarizes the strengths and the common problems observed.</p> <p>Faculty discussions were held on August 28, 2015, and Sept. 16, 2015 involving eight faculty members, most of whom teach COMM 362. On 2/3/2016, it was decided we will use the "Annual Dux in Tux" fact set Dennis provided as the foundation of an assignment for assessment purposes. We will include this in course content in all sections of COMM 362 during assessment semesters. For now, Dennis will circulate this fact set to other faculty members (along with an alternate fact set for so we have two sets for fall/ spring). Faculty can use these now in 'pilot test' mode. This will give us time to see how the fact set(s) work</p>
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					<p>out before we do COMM 362 assessment again in Spring 2018.</p>
<p>COMM 464 (M) Formerly COMM 464B</p>	<p><u>Direct:</u> Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it.</p>	<p>Embedded assignment: Instructional faculty collects copies of student (team) campaign portfolios. Portfolios representing the work of least 50 students are collected, and a large randomly selected group of portfolios is assessed.</p>	<p>A committee of professionals from the PR workplace is convened to review the evidence, make a judgment and draft a summary report for the assessment committee.</p>	<p>PR concentration faculty established a performance standard that 70% of all work collected will be evaluated as “satisfactory or better” in quality.</p>	<p>Spring 2012, first assessment for this class, with COMM 464A and COMM 464B work assessed together. A full report is in Drop Box. A total of 31 portfolios were collected. Number of campaign portfolios reviewed, selected at random from the total, 19 Number / proportion of portfolios considered “excellent” in quality: 5, or 26% Number / proportion of portfolios considered “very good” in quality: 7, or 36% Number / proportion of portfolios considered “satisfactory” in quality: 7, or 36% Number / proportion of portfolios considered “substandard” in quality: 0 The narrative has names/ titles of the professional reviewers, along with their comments. Professional reviewer comments about campaign portfolios:</p> <ul style="list-style-type: none"> • Relied too much on basic social media tactics – couldn’t quantify results. Too much unnecessary research. • Well organized but a little short on real substance. • Well organized and written, lots of good work, a little short on creativity. • Well written, but no discussion of campaign strategy or tactics (?) • Not enough detail on campaign strategy or tactics. • Good organization and strategy – could have devoted more effort to tactics. • Numerous spelling and grammar errors. Incorrect AP style. • Not correctly formatted according to directions and table of contents. • Lacking a few important dates. • Some excellent research and very impressive presentation. • Some of the hours spent on activities, fundraisers and materials were impressive. • Some very impressive media presentations. Broad problem-solving skills. • I was impressed by the presentation of many of the campaign books. • Creativity and persistence in obtaining measurable goals was noteworthy. <p>See full documentation in Drop Box.</p> <p>Spring 2015, COMM 464 was assessed following the same procedures as in 2012. Jeessun Kim was the coordinator. A full report is in the Drop Box. A total of 34 portfolios representing the work of 170 students were collected and assessed. Portfolios were evaluated using the standard rubric. Number / proportion of portfolios considered “excellent” in quality: 6, or 18% Number / proportion of portfolios considered “very good” in quality: 14, or 41% Number / proportion of portfolios considered “satisfactory” in quality: 10, or 29% Number / proportion of portfolios considered “substandard” in quality: 4, or 12% Since 2011, PR faculty established a performance standard that 70% of all work collected in COMM 464 will be evaluated as “satisfactory or better” in quality. Our results indicate that 88% of the student work is considered to be “satisfactory or better,” which exceeds our standard of 70%.</p> <p>Strengths</p> <ul style="list-style-type: none"> • Well organized with few errors. • Good structure and consistent formatting.

					<ul style="list-style-type: none"> • Considered a variety of tactics • Creative approaches and tactics in some of the campaigns. • Great use of managing budget/fee for agency campaigns – Good that the students understand this concept. • Visually attractive campaign books (most all of them). • Creativity and persistence in meeting campaign objectives was noteworthy. <p>Weaknesses/Problems</p> <ul style="list-style-type: none"> • Problem statements were not clear/relevant, or defined. • Confusion in key messages – some key messages referenced as a tactics and not really a message for the campaign. • Target audiences are vague. • Lack of direct tie between audience and the tactics used to reach that audience (e.g., maybe social media is not the best way to reach an old demographic) • Not clear with strategies – confusion between goals and objectives; objectives and strategies; strategies and tactics. • Lack of research-based arguments, or rely on only a couple of sources for situation analysis. • Budget was vague (e.g., labor not included in budget); students need to address client’s needs and objectives consistent with client’s budgetary situation. • No proof of reaching objectives – some objectives don’t support business or PR goals. <p>Faculty are pleased with these results and will continue to monitor COMM 464 to see what changes are appropriate for the future. See full documentation in Drop Box.</p> <p>Fall 2015, following the Faculty Retreat on August 28, 2015, PR faculty were provided with copies of Dr. Kim’s assessment report to facilitate discussion on ‘closing the loop’ in regard to issues of concern noted with COMM 464. This discussion continued with a two-hour meeting on Sept. 16, 2015 involving eight faculty members, most of whom teach in PR.</p>
<p>COMM 474 (M) Student-run agency Formerly COMM 464A</p>	<p><u>Direct:</u> Student writing/ creative work involving the ability to describe a complex situation and apply a theory or model to solve it.</p> <p><u>Indirect:</u> Evaluation of student strengths and weaknesses by industry professionals, and by clients served by student work teams.</p>	<p>Embedded assignment: Instructional faculty collects copies of student (team) campaign portfolios and (individual) reflection survey data. Faculty also collects client evaluations of student projects. Portfolios representing the work of as many students as possible will be collected, and a large randomly selected</p>	<p>A committee of professionals from the PR workplace is convened to review the evidence, make a judgment and draft a summary report for the assessment committee.</p>	<p>Agency faculty established a performance standard that 70% of all work collected will be evaluated as “satisfactory or better” in quality.</p>	<p>First assessment (as COMM 464A) was in Spring 2012, as noted above under 464A. The new course number takes effect Fall 2015.</p>

		group of portfolios will be assessed, along with as many reflection papers as possible. When possible, client evaluations will be reviewed and their comments reported.			
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Other Assessment	Direct and/ or indirect evidence to be collected in support of assessment (General outcomes highlighted.)	Evidence and collection process	Evaluation process	Assessment of evidence	Assessment history and resulting actions
Co-Curricular	<u>Indirect:</u> Confirmation of student participation and involvement in co-curricular experiences during the past year; reflective analysis of observed strengths and weaknesses.	Faculty members and /or leaders of student organizations responsible for hosting co-curricular learning opportunities will submit information about those opportunities.	The Curriculum and Assessment Committee Chair and/ or other members of the committee will review information gathered.	The Department will seek to have at least 100 reports of co-curricular engagement each year, including full reporting by Ad Club, the E&T Club, Latino Communications Initiative, and PRSSA.	AY 2013-2014 was the first year for tracking of co-curricular engagement. COMM faculty and club leadership received several communications in print and electronic form showing the Survey Monkey instrument URL and offering instructions for submission of information. Full-time and part-time faculty and student organization leaders made reports; 74 responses were received; of those, 70 linked a guest speaker or event with a Program Learning Outcome. A total of 2,348 students were reported to have participated in the co-curricular opportunities. Extensive open-ended comments were included. See Drop Box for the data file. Effective Summer 2016, the co-curricular engagement data collection was merged into "History and Role" and this was added as an eighth PLO.
Int'l Education	<u>Indirect:</u> Confirmation of student participation and involvement in study abroad experiences during the past year; reflective analysis of observed strengths and weaknesses.	Faculty members responsible for sponsoring students in study abroad experiences will collaborate on a reflective analysis of students' experiences over the previous year. Specific questions will be addressed.	Paired reflection, following a structure and set of questions already established. See Drop Box file.	Paired reflection will be developed each fall, so as to take into consideration students who studied abroad in the previous fall, January term, spring, and summer.	Fall 2015- A summary memo was provided. See Drop Box. There are some issues with missing data (department cannot get all the information it needs from the university). What we have is a good first start. Fall 2016- A summary memo drafted by three faculty members was provided. See Drop Box. In 2015-2016 approximately 113 communications students from the Department of Communications were enrolled in a wide variety of courses while participating in study abroad/international education efforts. Valuable student experiences were identified. Strengths and weaknesses were discussed. Four suggested improvements were offered: Lower the cost of programs; engage shorter programs; include core and required courses in the study abroad curriculum; improve student advising about international experiences. Data entered into Compliance Assist 10/13/16.