Student Outcomes Assessment and Success Report AY2020-21 *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: ___Communication_____ **Contact Name(s) and Email(s)** Kathy Pine (assessment committee Chair) Katherine.Pine@indstate.edu and Shana Kopaczewski_shana.kopaczewski@indstate.edu (Department Chair)

Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results? **Benchmark (1, Milestone 3, and 2-3, Capstone 4)** **Faculty and Students were assessed using the Google form:** **https://docs.google.com/document/d/1Dm__2dcZkn0HXZgSWzGqFJv-xy6o4aY803eY3ydODb0/edit?usp=sharing** **The goal was to establish that faculty are clearly addressing student needs in meeting course objectives and outcomes and aligning the final assignment/ exam with course content. We review syllabus language and assignment framing as well as feedback to determine student awareness and understanding of set expectations and learning goals for student success. A second part assesses the student participation and demonstration of learning presented. The score measures how well we felt students were meeting the benchmark in completing assignments according to assignment details and demonstrating understanding and learning in the subject area at the point of introduction, practice, or reinforcement. The marked numbers indicate the number of areas identified by each reviewer at a 4 (above), 3-2 (progress or development) and 1 (standard of meeting). The outcomes library provides category areas and core objectives.**	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. **Learning Outcome Five:** Apply ethical communication principles and practices	(1) project (2) COMM290; (1) project (2) COMM495; (1) paper (2) COMM312; (1) exam/ assignment (2) Graduate-COMM602	Based on the curriculum map by course (I-Introducing; P-Practicing; R-Reinforcing): COMM290 (LO5-I) COMM495 (LO5-not mapped/ Capstone course at P and R)	COMM290 (17-4; 19-3; 18-2; 0-1) Syllabus Audit: • Use laptop policy language • Course description from catalog • Learning objectives/ outcomes labeled. • Attendance policy • Review additional elements for best practices from syllabus audit Student Data	Overall, all faculty identified below benchmark on items: • student evaluation and grading feedback • clear process of application of theory • focus on current trends,

			Based on assessment of the students all scores were in Milestone with some students scoring in capstone. This demonstrates that our students are meeting the expectations of the course outlined, performing well on assignments and final projects and are successful. COMM495 (26-4; 15-3; 8-2; 6-1) Syllabus Audit: • Use laptop policy language	disciplinary study and academic text achieved in objectives/ outcomes • alignment of course objectives/ outcomes in assignments
Review included Blackboard site, syllabus, assignment description, assignment student example, and faculty feedback.		COMM312 (LO5-P) COMM602 (LO5-R)		
2. Learning Outcome Six: Develop communication strategies to influence public discourse *Original assessment plan was to assess LO8, new outcomes approved 2017 condensed learning outcomes to 6 total.	(1) project (2) COMM290; (1) project (2) COMM495; (1) paper (2) COMM312; (1) exam/ assignment (2) Graduate-COMM602 Review included Blackboard site, syllabus, assignment description, assignment student example, and faculty feedback.	COMM290 (LO6-I) COMM495 (LO6-not mapped/ Capstone course at P and R) COMM312 (LO6-P) COMM602 (LO5-R)	Student Data: Students were demonstrating academic knowledge in the discipline, presentation, critical thought and reflection at a 4. This shows that students are successful in meeting the areas of knowledge in the program specifically and we are seeing direct relationships to the core curriculum and reflection of instructor influence. Students were meeting a 1 in simulation and service learning, which provides opportunity for improvement in more community, based learning and off-site professional work by students to improve success. COMM312 (12-4; 13-3; 3-2; 0-1) Syllabus Audit: • Missing incomplete grade assignment policy • Course description does not match catalog description • Recommendation for additional best practice elements: classroom environment statement, final exam and study week policies, academic calendar, instructor commitment, late assignments and extensions policy, formatting and citation style, resources Student Data: Based on assessment of the students all scores were in Milestone with some students scoring in capstone. This demonstrates that our students are meeting the expectations of the course outlined, performing well on assignments and final projects and are successful.	Other areas of concern: • student submissions and visible work in Blackboard (learning management system) • Utilization by faculty of Blackboard to distribute information to students • Level of expectation for grading across sections based on undergraduate/ graduate/ college standards Changes/ Improvements: • Discussion of Assessment report and finding to

				department in meeting to address areas of change/ improvement.
				• Faculty workshop and advisement on Creating assignments using backward course design, assignment descriptions using a template and rubric use across sections to stabilize grading
				• Emphasis on theory and alignment of objectives/ outcomes through course review and revisiting curriculum map with curricular and faculty changes
				• Increase focus on trends and new media through curriculum and program changes
				• Extending collection samples outside of Blackboard/

				Canvas in the future to faculty submitted samples. • Inclusion of learning management use audit with Syllabus audit. • Discussion on academic standards and grading expectation alignment to be done via a workshop or informal communication from department through new assessment planning.
3. **Graduate Student Learning Goals** G3 Recognize and act on professional and ethical challenges that arise in their field or discipline.	(1) exam/ assignment (2) Graduate-COMM602 Review included Blackboard site, syllabus, assignment description, assignment student example, and faculty feedback.	COMM602 (LO3-R)	COMM602 • (3-3) Artifact demonstrates passing grade for 100% of students. EXAM 1: 2A; 2B; 2C EXAM 2: 3A; 3B EXAM 3: 4A; 2C Syllabus Audit: • Use laptop policy language • Course description from catalog	

			• Learning objectives/ outcomes labeled. • Use suggested policy language for college policies (ADA, Discrimination, Title IX • Review additional elements for best practices from syllabus audit	

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Part 1b: Review of Student Success Data & Activities

Use Blue Reports to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

      1) Cohort Sizes   2) Year-to-Year Retention   3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

Current enrollment	Student	Undergraduate	Graduate
Communication	160	151	9

Cohort Major College	Fall 2014 Cohort Total	Fall 2014 Cohort Retention %	Fall 2015 Cohort Total	Fall 2015 Cohort Retention %	Fall 2016 Cohort Total	Fall 2016 Cohort Retention %	Fall 2017 Cohort Total	Fall 2017 Cohort Retention %	Fall 2018 Cohort Total	Fall 2018 Cohort Retention %	Fall 2019 Cohort Total	Fall 2019 Cohort Retention %	Fall 2020 Cohort Total	Fall 2020 Cohort Retention %	Fall 2021 Cohort Total
Communication	68	58.82%	89	71.91%	73	64.38%	56	73.21%	52	48.08%	39	58.97%	20	55.00%	19

5 Year Retention Rates													
Cohort Major College	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
Communication	48	39.58%	54	31.48%	58	37.93%	68	36.76%	89	48.31%	73	35.62%

What worked well in supporting student success this year?

The department was flexible in accommodating students' needs during the pandemic. Many faculty switched to online learning, schedules ZOOM sessions, and hybrid classes with face-to-face instruction and Zoom in conjunction synchronously. Permissible late work, resubmissions, and extended deadlines were more accepted to maintain students' success in the courses.

Departmental meeting focused on pedagogical practices to ensure more ways to reach and attain student interest and support student learning. The Department Chair and faculty presented information about the program and student organizations, faculty were present to build connections, and tour of departmental resources during the fall semester as a welcome to campus for the majors in the program. On display in the department, students were also able to view previous students work from media and production classes. Student yearbook, paper, and radio station was present to connect. PRSSA is recruiting and working with students in the program to create more connections and professional experiences. Lambda Pi Eta is meeting with representatives from the national office to discuss professional development opportunities within the National Communication Association.

Regular communication via the majors and minors blackboard page ensures students have access to programs on campus, internship opportunities, university dates and calendars, as well as events associated within the major.

Advising supports student success through communication that allows students to track their progress and plan. Critical touch points include 3-week attendance reporting, interim grading, and priority registration. Advisors require non-attending students to meet with instructor of record to set up success plan. During interim, advisors celebrate student positive academic performance with congratulatory messages as well as encouragement for students that are not meeting expectations in courses. Advisors emphasize the importance of priority registrations via email to advisees.

Digital portfolios and continued support in the department with internship applications and completion. There are several students completing hybrid internship programs while attending concurrently. Community involvement is also a continued goal in the department. Students work with local businesses. This furthers their career success and strengthens relationships with stakeholders.

What are the most significant opportunities for improvement upon which to focus in the coming year?
From our self-study report, the opportunity that we identified was a need for student focus groups.
Also, continuing to task faculty committee work in digital media trends.
Continue to offer specialized skills courses in digital media.
Established course (464- independent study) in professional development. Students have a virtual career fair, mock interviews, strategies for success, and pathways for success. Registered students are seniors in the position to have a full time position or acceptance to graduate program. All students were successful (100%).
Advising surveys continue to give us valuable information.
Capstone course is engaging students at a higher professional standard and ensuring departmental program is being reinforced in core courses to prepare student for graduation. Experiential learning, reflection writing, interviewing skill sets, professional writing, and opportunities to meet working professionals in classroom context.
At graduate level, we had a separate meet-and-greet for our incoming cohort of students, focused on plan of study, advisors, and potential culminating experiences. BBQ organized to create connections with faculty and improve atmosphere in department with graduate students.

Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs
Report submitted last year.

If you have not previously done so, please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: https://www.indstate.edu/assessment/plan-components

Part 2: Continuous Quality Improvement
Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) **The discoveries assessment and data review have enabled you to make about student learning, success (and career readiness)**
   Our students are successful at maintaining involvement in extracurricular, supporting interdepartmental and associated organizations, and professional participation in internships and programs that create student success. The areas for students to improve is in their presentation of academic understanding and work. There is an opportunity to provide more guidance on academic standards and more closely tie together professional standards, research, and scholarship for students to better their professional skills and development. The capstone course has allowed us to better evaluate student comprehension and practice as it relates to a cumulative process of review and testing in the major. Advising surveys have been instrumental in determining student reported success. We are remaining in ensuring our students move through the program at the recommended 4-year degree rate. In addition, graduation rates have remained steady despite Covid. Alumni reporting has strengthened program connections for our measures of student success after graduation. The conducted self-study has established that we are on track and performing well as a department with growth in many areas and an opportunity to work more to make curricular changes that will assist student success. Assessment will focus on revisions to the current assessment materials (map, rubrics, and collection) while also engaging in more avenues for student input and reporting through focus groups and more departmental surveying.

2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
   See Part 1a

   ***It is worth noting here that the department undertook a major self-study last year, which included a significant self-study report, and feedback from two outside reviewers which addressed various programmatic recommendations, some of which directly related to a student experience and success. The department is currently finalizing its response to the reviewers recommendations which will be shared with CAS and AA, but have already begun some curricular and outreach initiatives which we think will also improve student learning and success, particularly developing more interactive opportunities for current students to engage/learn from successful alumni. We are happy to provide copies of these reports if it would be helpful, just email the department chair.

3) **what your assessment plan will focus on in the coming year**

   An addition of student motivations garnered though student focus groups.
   Collections strategies for course assessments
   More graduate assessment
   Re-assess curriculum map (I, P, R)
   Increase faculty pedagogy to meet student success through workshops
   Faculty review of learning outcomes in department assessment and graduate program/ alignment of learning objectives to assignments for all faculty courses.

4) **how this information will be shared with other stakeholders**
Faculty will review assessment report in semester's final departmental meeting and resources and documents will be shared this department Blackboard site. Increased efforts to reach out to alumni and community members to build opportunities for our students. Recruitment plan to create Indianapolis alumni pipeline promoting student success and career placement.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Communication B.A./M.A.	Overall Rating: Mature (2.38/3.00)
Strengths	Recommendations
- Learning outcomes for the B.A. are clear and measurable. Aligned measures are direct, clearly identified, and taken from multiple courses in the curriculum. - For the B.A. measures, it is inferred that a rubric has been used based on the rating scale and description of faculty evaluation procedures. Data is provided relative to the rating scale, and it is indicated that students met expectations. - Extensive discussion is provided on areas for student improvement as identified through the use of the rubric in evaluation, as well as additional areas for concern and strategies to address these. - It is clear that faculty are involved in assessment processes from start to finish, that they discuss findings, and that they use findings to inform decisions about improving student learning.	- Please submit separate reports for the undergraduate and graduate programs in the future so that the evaluation score is better reflection of the separate programs (e.g. – the B.A. would have scored higher than the M.A. based on the information provided, but I didn't feel I could separate them fully in this format). - For the M.A. LO that was assessed, I see that the GSLO aligned language is included, but not the language of the program-specific LO that aligns to that outcome. Be sure to include it for reference. - It was helpful in the description of the data to know that students met or exceeded expectations in Column d of the table, but be sure to note the threshold for meeting or exceeding expectations in Column c of the table. - For the M.A. measure – exam/assignment – it is unclear how student learning was evaluated. What appears to be letter grades is included as the data, but I'm not completely sure. If so, be sure that the entirety of the grade reflects the LO being assessed. If not, just use the scores from the questions on the exam that do align. This will ensure your data is a specific measure of student learning relative to the LO only. - Extensive context regarding the depth of learning of specific outcomes throughout the program is given. While this is helpful, it isn't necessary to include in the report annually and may be more effective use of your time to just do during the periodic program review. A brief note could be included in Part 2 based on findings

	that may be relevant to ongoing assessment decisions you are making.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). At least one outcome is assessed this cycle.	Learning outcomes are identified and alignment with courses is demonstrated. Outcomes are consistent across modes of delivery (if applicable). At least one outcomes is assessed this cycle.	No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map). *(in one case – see notes)*
Performance Goals & Measures	Performance goals are clear and appropriate, and rationale is provided for why these were selected. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings. Licensure exams and high-impact practices are reflected in measures (if applicable).	Performance goals are clear and appropriate. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.	Performance goals are identified with little rationale or clarity. Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures. *(in one case – see notes)*	No goals for student performance of learning outcomes are identified, and/or no measures are provided.

Analysis & Results	Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data. Data is collected and analyzed with clear rationale and description. Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.	Data collection process is clear and designed to produce valid/trustworthy results. Data is collected and analyzed with clear rationale and description. Results are provided with some discussion of analysis. *(in one case – see notes)*	Description of data collection is unclear as to process and quality. Some data is collected and analyzed with little rationale or description. Some results are provided with no discussion of analysis.	No information is provided about the data collection process, and/or no data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.	A plan for sharing information broadly across program faculty is detailed and enacted. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection is offered about results or plans moving forward.	Information is provided about sharing results, but sharing is limited in scope or content. Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results. Little reflection is offered about results or plans moving forward.	No information is provided about sharing results and/or plans for improvement or change based on results. No evidence of reflection on results in provided.
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**