

Academic Program:	Communication	Date:	11/14/2022
Author(s):	Katherine Pine, Malynnda Johnson, Farhad Bahram, Shana Kopaczewski		
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelly.woods-johnson@indstate.edu . See attached updated document links below.			<input type="checkbox"/> Learning Outcomes <input type="checkbox"/> Curriculum Map <input type="checkbox"/> Assessment Plan
Is this program offered on-campus <u>AND</u> distance? If "Yes," reported data should include students of both, disaggregated.			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Hybrid

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

As we reached the end of our assessment plan last year, we focused on preparing a new assessment plan and therefore were not able to complete direct assessment of student outcomes; Additionally, Fall 22 included workshops and meetings with assessment and faculty to prepare for UC assessment of foundational courses COMM101/202. Assessment plan for COMM101/202 and 495 (Capstone) to be reported on next year's assessment report which will include direct assessment of student learning outcomes once again as outlined in the revised assessment plan.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			

Student Success Activities

Use the "Academic Chair" tab in [Blue Reports](#) to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	--The department was flexible in accommodating students' needs during last minute faculty changes in the department and offering courses in the curriculum to meet student degree completion. --Faculty reported stronger attendance with the return to regular courses and expectations post-COVID. --Faculty identified additional efforts to engage students with the department as a whole through an organized freshmen and returning student event hosted each fall where faculty present information about the program and student organizations and mingle with new and returning students during a reception.
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Students are able to tour the department and learn about departmental resources. Students were also able to view previous students work from media and production classes which are displayed throughout the department space. Student yearbook, paper, and radio station was present to connect.

--We also hosted our annual scholarship and award ceremony held each spring (Spring 22 was the first "normal" award event since COVID where we welcome about 50 students/family members/ guests) to celebrate our student achievements. We have the induction to our National Honor Society (Lambda Pi Eta), and award outstanding achievement awards to selected members of each concentration. We also award multiple scholarships.

--As part of the ongoing assessment of our capstone experience, the department made some adjustments to the group project assignment that capstone students complete. Previously, Capstone students were charged with identifying and organizing an event for their culminating experience. Feedback from the instructors of the course revealed students were falling struggling to complete their events due in part to time constraints and the totally freeform nature of the assignment (too many options created some analysis paralysis). In order to better use the time and focus student energy, we decided that the department would provide some structure and accountability in the process for students. This included determining a general type of event "Comm week" that student would work to plan, and building in a formal proposal of the class concept to the department faculty at a department meeting midway through the project where faculty could provide comments and feedback directly to the students in advance of the event. The inclusion of this COMM week event organized by the senior capstone students not only provides an opportunity more departmental support and interaction for those students, but also gets our advanced students involved in promoting their major, invites more ISU students to learn about the major, and reinforces connections among our current student to the major, all of which we hope supports retention and gives students a high impact experience that they can talk about to future employers.

--The Department sponsored multiple workshops in fall and spring focused on pedagogical practices to ensure more ways to reach and attain student interest and support student learning.

-- We continue to grow and recruit students to opportunities with our co-curricular organizations post-covid. The Public Relations Student Society Association (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

	<p>the national office to discuss professional development opportunities within the National Communication Association. The Society of Professional Journalists sponsors multiple events and professional networking opportunities as well.</p> <p>--Our regular departmental communication via Blackboard was converted to Canvas to ensure information is available for students to learn about programs on campus, internship opportunities, university dates and calendars, as well as events associated within the major. Faculty also have a shared resources site in Canvas to ensure they are informed on all committee work in the department, curricular changes, assessment, pedagogy practices, and scholarship opportunities.</p> <p>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.</p> <p>Digital portfolios and continued support in the department with internship applications and completion. Community involvement is also a continued goal in the department. Students work with local businesses to apply class concepts across multiple courses in the curriculum. This furthers their career success and strengthens relationships with stakeholders.</p>
<p>Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?</p>	<p>Looking at the student success metrics in our department's blue reports one of the biggest issues in the last year is retention in the major. We had had a fairly stable retention percentage in the major (70-80+%) particularly in year 1 fall to spring. Clearly over the course of the pandemic we experienced a retention drop, but it is concerning that our Fall 2021 cohort has had much lower retention rates fall to spring (57.8%) and then to year two (42.11%) than we typically see. It is unclear whether this is unique to the department post pandemic, or a wider trend, but it is certainly something we are trying to address by creating more connections with our students to the department</p>

through events, co-curricular organizations, opportunities for high impact experiences, and reviewing our first-year experience courses.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i>	Based on the last report, we were found to be mature in our assessment. We are starting a new assessment cycle so we have integrated all feedback from the previous report to address any areas for improvement. The new assessment of program goals will be more student focused and allow for better data collection and review of artifacts to ensure clear alignment based on new rubrics and measures. Our learning goals are clearer with the new assessment materials and process. The assessment of student work in combination with student contribution (focus groups and reflections) will add to accessing student learning and measuring student success. Including assessment outcomes for co-curricular programs and certifications will allow us to better measure student participation and success in student professionalism. The addition of workshops and assistance with faculty will educate the faculty to provide clearer alignment goals contributing to student learning and success.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	Some points of future activities are: --Continue to offer specialized skills courses in digital media. --Maintaining professional development course (currently listed as 464- independent study) in which students have a virtual career fair, mock interviews, strategies for success, and pathways for success. In the past, registered students were all seniors in the position to have a full time position or acceptance to graduate program and 100% reported they were successful in those pursuits at the end of the course. --Continue to administer and improve advising surveys. -- Use the Capstone course as an assessment point to gather information about programmatic learning outcomes. As part of this course students take a cumulative comprehensive exam testing learning retention from all of their core courses and reinforcing those programmatic outcomes at an advanced level through experiential learning, reflection writing, interviewing skill sets, professional writing, and opportunities to meet working professionals in classroom context.
What learning outcomes will your assessment	Spring 22 developed a new Assessment Plan because the last three-year plan was concluded. Committee work included updates to: Assessment rubric, course outcomes rubric for undergraduate and graduate courses, an assessment timeline, Co-curricular assessment plan, professional certification outcomes, and assessment cycle. Our assessment plan will focus on the feedback we have received from the



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<p>plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>last year and the changes we identified that needed to be made. We are planning to focus more on graduate program alignment and assessment in addition to undergraduate assessment. In the last report, we failed to make a clear assessment of goals and evaluate the learning objectives clearly for each undergraduate/graduate. The MA evaluation was not as strong in its review. The collection of artifacts will be required in connection with faculty to ensure that assessment can adequately measure and evaluate according to learning outcomes/objectives. Exams as an artifact will include review of questions and answers in area related to outcome being assessed to ensure we are meeting expectations and the chosen artifact reflects the LO. The plan allows for more review of student feedback in focus groups, course reflections, and surveys to ensure that we are motivating students and their understanding of course requirements and learning alignment is clear. The new assessment rubrics have allowed us to streamline the process and focus more on student performance and less on instructor. The rubric has been condensed to focus on more measurable items to ensure that alignment is easier to evaluate and measure across all learning outcomes/objectives at all levels. The new plan focuses the courses for assessment to allow for the program to be assessed by core and required courses of the major and graduate courses. The plan also accounts for additional assessment activities to better measure student success. The plan outlines a co-curricular for each year to allow for adequate time to evaluate and collect data for review. The added certification outcomes allow for assessment of those enrolled in certification courses in the department and how they can allow for more student information related to retention and student satisfaction.</p> <p>New Assessment Rubric: https://docs.google.com/document/d/1JmH16-ct9IfD2Dleg1H7ysRe4LZ0vJ5b/edit?usp=sharing&oid=104560871274839951796&rtpof=true&sd=true</p> <p>New Course Outcome (Undergraduate/ Graduate/ Foundational) Rubric: https://docs.google.com/document/d/1-m26uO00Cts5BW8wG7O5707pWtGyDnX1/edit?usp=sharing&oid=104560871274839951796&rtpof=true&sd=true</p> <p>Assessment Timeline: https://docs.google.com/spreadsheets/d/1ymKwLAttwPVMlx0nYplilHGHOP5SABwI/edit?usp=sharing&oid=104560871274839951796&rtpof=true&sd=true</p> <p>New Co-Curricular Academic Year (AY) Learning Outcome Assessment Plan https://docs.google.com/document/d/17JgZjpgnQ6cD1WcftgFjIA1dBvAmUse4/edit?usp=sharing&oid=104560871274839951796&rtpof=true&sd=true</p> <p>Undergraduate/ Graduate Professional Certification Outcomes: https://docs.google.com/document/d/1MDQePZg5L1JEDMobLe9geADb_OtNqjYE/edit?usp=sharing&oid=104560871274839951796&rtpof=true&sd=true</p> <p>Assessment Cycle (Undergraduate/ Graduate) Plan: https://docs.google.com/document/d/1r79DfBDTs-IPV4Eza1vCrb57KzDz8l63/edit?usp=sharing&oid=104560871274839951796&rtpof=true&sd=true</p>
<p>Describe faculty involvement in this assessment, and how will findings be shared with</p>	<p>Assessment department chair shared plan and assessment cycle and has continued to facilitate meetings with department faculty and shared resources and documents to improve the assessment process. During regularly scheduled department meetings we include reports from the assessment chair once a semester. Additionally we post assessment documents and feedback to our internal department Canvas site. We regularly hold department assessment workshops after the semester in May and before the semester in August. Faculty have worked with students to reach out to alumni through opportunities for recruitment and</p>

faculty/stakeholders (as applicable)?	promoting student success and career placement of alumni through campus interactions and internships. Students organizing a COMM week to assist in connecting with stakeholders and increase recruitment through scheduled organized campus events.
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Is this program offered on-campus <u>AND</u> distance? If "Yes," reported data should include students of both, disaggregated.		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Hybrid	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Benchmark for Proficiency
- Actual Student Performance Relative to Established Benchmark (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

Student Success Activities

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Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*

Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*

What findings-based actions are planned to maintain strong performance and/or improve student learning and success?



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What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?

Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: BA Communication

Evaluation: Cannot Evaluate

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.		At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	No outcomes were assessed this cycle.	
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.		Assessment measure(s) is designed for precise alignment to designated outcome(s) Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	The general plan attached to the report looks goods. Use of multiple points of assessment from more than one course for each assignment will provide richer data to understand student learning mastery across the curriculum. When you get to the beginning of each AY, the committee would benefit from sitting down with the faculty teaching the courses providing assessment to identify the appropriate assignments, exam questions, etc, from which to pull data. Good incorporation of faculty from across the program and plans for analyzing, sharing, and incorporating data into decision making.	

			Good incorporation of co-curricular aspects of the Comm program into the assessment plan.	
Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used The threshold for proficiency reflects reasonably high expectations for the program Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used Thoughtful discussion of faculty insights gained from findings is included When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and		Multiple program faculty are involved in the assessment process Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment		

sharing what we have learned.		Assessment findings are shared with program faculty and any applicable stakeholders		
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Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.