

Student Outcomes Assessment and Success Report AY2019-20 Program *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.

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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?	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 Four: Demonstrate self-efficacy and ability to improve communication skills.	<p>Blackboard sites were reviewed including assignment guides, syllabi, feedback, and samples of every third students final projects. When available midterm and final exams were also reviewed in the same manner. Assessment took place in a fall section of Com 211 and Spring section of Com 455.</p> <p>Given COVID, as well as work being done on a full department self study, additional courses/objectives were not able to be assessed.</p>	<p>Expectations were that undergraduate students would be introduced to course concepts and theories about efficacy and means through which one can use communication to reach interpersonal goals.</p>	<p>Overall students in 211 were found to be achieving the introduction and some aspects of practice for this objective. Com 455 on the other hand offered students significant opportunities to learn and practice skills to improve their communication. The course provided varying means of identifying how imperative communication is within professional settings and the students were found to demonstrate skills and knowledge across assignments and exams. We will consider learning outcomes to have been met when students achieve a score of 3 or higher on a 4 point scale related assessment rubric(s); scores of 1 or 2 marked for improvement.</p>	<p>As this is the first time we have assessed this outcome this data will serve as the benchmark.</p>

			It should be noted that 74% of students received correct marks on objective specific questions pulled from the final exam.	

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.

Helpful Hints for Completing this Table

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

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):

1) Cohort Sizes

Fall 2017	Fall 2018	Fall 2019	Fall 2020
372	349	291	206

2) Year-to-Year Retention

Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2017	Fall 2017	Fall 2018	Fall 2018	Fall 2019	Fall 2019
Cohort To	Cohort Re	Cohort To	Cohort Re	Cohort To	Cohort Re	Cohort To	Cohort Re	Cohort To	Cohort Re	Cohort To	Cohort Re	Cohort To	Cohort Re
58	63.79%	68	58.82%	89	71.91%	73	64.38%	56	73.21%	52	48.08%	39	51.28%
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3) 5-Year Graduation Rate

Fall 2010	Fall 2010	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2014	Fall 2014	Fall 2015	Fall 2015
Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %	Cohort Total	Cohort Graduation %
129	41.86%	82	59.76%	98	43.88%	129	45.74%	158	39.24%	145	48.97%

What worked well in supporting student success this year?

- New student orientation. New students attended and completed assignments related for 204 and 202
- Various professional networking events
- Arts and Humanities networking night
- Internship meetings with Jennifer Mullen 3-5 workshops

- Student organizations continued to meet weekly and are active within the larger community
- Department successfully navigated dynamic situation with the COVID-19 university closure in spring 2020
 - Quickly acted to ensure S/U grades would count for major C- requirements for students
 - Supported students through mediated technologies including the use of blackboard advising sites, and creating faculty training for the transition to online course delivery (we had a timely departmental Yuja training in anticipation of more online delivery initiatives prior to the shutdown which several faculty reported helping them- and subsequently their students- during the transition)

What are the most significant opportunities for improvement upon which to focus in the coming year?

- Continue to development of the capstone and courses leading to capstone from each of the concentration areas.
- Advising assessment survey. For the past three years an advisor survey has been sent out to students. This year we will be working with all advisors to examine the data and finalize and fully roll out a survey to be deployed yearly.
- Seeking more faculty to engage in, and seek out, local experiential learning events and activities with students
- We have several curricular initiatives planned or in process that we believe will enhance student opportunities and success in the department including:
 - certificate programs
 - internal assessment of the multi-media production sequence
 - 4+1 proposals to encourage high-achieving undergraduates to consider adding an MA to their degree plan
 - new health concentration and developing sports communication area

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email. It is not expected that every course in your curriculum correspond to a career readiness competency.

- While we have also completed the excel report we have continued to provide a number of important events for our students. These opportunities came in the form of offerings for our students both within classes as well as through co-curriculars. Some of these opportunities have included:
 - Professionalism/Work Ethic: Requested students get professional headshots. Students do a fashion show in a class to understand the difference between business casual and business professional - this also introduced them to the clothes closet at ISU since the models were required to obtain one article of clothing from there.
 - Career Management: Found a stranger to interview in their career field of interest on Linked In and wrote a blog about it. Students were asked to attend an Arts and Entertainment networking event to meet people in their potential respective fields. Students were asked to participate in a departmental mock interview day - 40+ students participated. Over 30 students attended a Pacers sponsored career fair to meet professionals in their areas of interest.

- Digital Technology: Created a Linked In and Ted-like Talk uploaded to YouTube. Blogging about PR topics using WordPress. Created a resume and business card in Canva.
- Teamwork/Collaboration: Group work for a Ted-like Talk. Group work for a fundraising campaign - wrote press releases about events and received media coverage.
- Problem-Solving: Students were tasked with planning an event in six weeks and had to work together to overcome obstacles.
- Oral/Written communication skills: Students were tasked with writing PR plans and press releases. They were also tasked with giving a group presentation as a debrief of their fundraising events. They also were tasked with sharing their interview information to their peers. Comm 101 students are tasked with writing reflective journal entries and a research assignment. Comm 368 students also write a resume and they find a specific position or internship for which to apply and write a cover letter tailored to the job description and mission of the company. Students are also tasked with writing a code of ethics to make sure their values align with that of a company. They are also tasked with a pitching activity to prepare them for interviews.
- The senior capstone class was in process of working with CODA as well as the Terre Haute Brewing Co. when COVID hit. The students had been working with venders, creating full marketing campaigns as well as working as a fundraising team having identified over 40 potential contributors. While the event was not able to take place the social media, PR, and fundraising kits they provide CODA offered them invaluable experience.

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 (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- 3) what your assessment plan will focus on in the coming year**
- 4) how this information will be shared with other stakeholders**

Looking across the data collected this year it remains clear that multiple opportunities for enhancing student success, career readiness, and experiential learning are offered across the department. Data from courses, surveys completed by students, as well as meetings with faculty were assessed. Although self-report data from students doesn't always indicate accurate perceptions results of direct measures do indicate outcomes are being reached. The majority of students within the department continue to be actively involved and gaining first-hand experiences in the areas of career readiness and experiential learning. As mentioned above given that previous data has been significantly lacking it is difficult to track levels of improvement. However, looking at attendance data and informal assessments from students about activities they are engaged in, collected from reflections written for classes, students recognize the areas of success and areas for improvement. Given the discipline of communication it must be noted that almost everything we do overlaps with experiential learning and career readiness. Even if the course doesn't specifically have an assignment in this area nearly everything we do lays a foundation for success in future careers.

Based on the finding the last three years the greatest area of improvement needed remains helping students recognize the connections across classes in terms of the various outcomes. It is clear that students learn the course concepts and meet introductory levels of the outcomes, however students don't always

recognize the knowledge gained when asked to practice or show mastery. Students also need more opportunities and direct instructions / structure of how to apply the skills gained from one class to another.

The assessment plan for the 2020 2021 academic school year include assessing objectives 5 and 6 (Classes we will include 290 and 312 and 459 any grad classes). Additionally, assessment of advising will continue with the formal advisor survey, as well as a mySam Notes review. Finally, assessment will be working with each of the department's co-curricular groups to map and track activities related to career readiness objectives.

As in years past reports from each level of assessment findings are provided to the chair as well as the various committees impacted by the results.

Thank you so much for sharing your assessment process and findings for AY 2019-20 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: B.A./B.S. Communication	Overall Rating: Mature (2.19/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcome is clear, specific, and measurable (though self-efficacy isn't specifically measured). • Good mutli-measures sampling strategy, including the chance to triangulate findings with exam questions aligned specifically to the outcome. • Good discussion of the findings, including notes about assessment processes and challenges students face in their learning progression. • Clear information is provided on how assessment is a collaborative practice and how findings are use and shared with faculty and stakeholders. 	<ul style="list-style-type: none"> • I noted that the language of your outcome indicates change over time – “the ability to improve communication skills.” Are you hoping to assess this improvement over time? If so, using developmental activities, providing and tracking formative feedback and results, and comparing to summative results would be a really straightforward way to do this within the current curriculum. Or, you could consider alternating use of 211 and 455 in your assessment cycle to follow a cohort and see improvement (this may not be practical depending on how your students sequence their courses, but it's just an example that could be adapted). You would use the same rubric, too. • Consider whether you would add a measure of self-efficacy. There are many standard measures available. • Be clear in reporting student scores in the rubric so it can serve as a benchmark as intended. • Some really good observations about students struggling to apply knowledge to practice were made – consider adding notes about targeted strategies to improve this. •

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No (program) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
Performance Goals & Measures	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>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.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>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.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, (in some cases – see recommendations) underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided</p>
Sharing & Use of Results for Continuous Improvement	<p>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.</p> <p>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.</p> <p>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.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>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.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results is provided.</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Please see reviewer notes for more details.