

**Student Outcomes Assessment and Success Report AY2018-19** *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:** Department of Communication **Contact Name(s) and Email(s)** Malynnda Johnson, Malynnda.johnson@indstate.edu

**Part 1a: Summary of Student Learning Outcomes Assessment**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p><b>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?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>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.</b></p>
<p>1. Learning Outcome Two: Engage in communication research and critically analyze messages.</p>	<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 multiple sections of Com 209 and 601.</p>	<p>Expectations were that undergraduate students would be introduced to course concepts and methods required to complete research in the field of communication. While masters level students might be new to research methods found in the field of communication the expectation is that they would mostly be enhancing skills they already had while practicing them first hand.</p>	<p>Students are meeting the benchmarks of being able to discuss and apply introductory levels in 209. 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. It should be noted that 68% of students received correct marks on objective specific questions pulled from the final exam. Students in the 601 course were found to be achieving the practice level for this objective. The course provided multiple means of analyzing and collecting data and two of the three students showed high levels of understanding of the</p>	<p>As this is the first time we have assessed this outcome this data will serve as the benchmark.</p>

			concepts throughout their final projects.	
2. Learning Outcome Three: Create messages that adapt to the diverse needs of individuals, groups, and contexts	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 Com 381 and 428.	Expectations were that students would be practicing their ability to identify audiences and adapt messages to best reach an intended audience across various contexts.	Both classes assessed required students to explore a wide variety of populations, contexts, and perspectives. The use of reflection papers, in class discussions, and exams provide a large variety opportunity for students to practice the skills related to this outcome. 67% of students in each class were found to be reaching the markers at a level of B or above. Additionally, the assessment committee considers 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.	As this is the first time we have assessed this outcome this data will serve as the benchmark.

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

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. 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.
- c. 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.)
- d. 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      2) Year-to-Year Retention      3) 5-Year Graduation Rate

**\*\*Darlene has this information and she said she will post to Blackboard.\*\***

- **9.30.19 – I cannot locate this information.**

What worked well in supporting student success this year?

- New student orientation. 99% of new students attended and completed assignments related for 204 and 202
- Alumni events – Darlene can you please add to this. I can no longer find the calendar of events from last year
- 5 professional networking events
- Arts and Humanities networking night
- Internship meetings with Jennifer Mullen 3-5 workshops
- Mock interview day in Spring 2019
- Student organization continued to meet weekly and are active within the larger community
- Terry Nelson lead two student groups to various trips funding by university grants
- \$14000 student scholars based on both scholarship and merit
- Integrated an transitional model for advising of new communication students.
- Capstone class launched requiring students to engage in career preparation as well a community level experiential learning project which raise both funds and needed goods for the local food pantries.

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 two 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 grants for curricular intervention for student success (spring 2020). Bootcamp for the InDesign program. Last year we did one on photoshop and this year we plan to expand the program.
- Faculty / student travel abroad programs are started and we are looking for ways to support our students in these programs as a continued effort of allowing students experiential learning directly tied to many of our learning outcomes.
- Seeking more faculty to engage in, and seek out, local experiential learning events and activities with students
- We have done a preliminary assessment of our needs for media in terms of equipment and soft wear. Further assessment will be done this year to understand what students need to meet the learning objectives. This might include a course fee for media classes.

### **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 had been very busy last year and wanted to highlight specifically some of what we have done. 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 with 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 pilot this year and will be offered again in Spring 2020. This course requires students to research their chosen career path, interview someone in that field, complete a resume and cover letter, and are strongly encouraged to attend at least one job networking event, unless they have already secured a post-graduation job in their field. The career preparation is extended further by having students create portfolio pieces of work they completed for the experiential learning components of the class.

## **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 is 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 two years the greatest area of improvement needed as 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 2019-2020 academic school year includes 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.

Dear Malynnda,

Thank you so much for sharing your assessment process and findings for AY 2018-19 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 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)

<b>Program: B.A./M.A. Communication</b>	<b>Overall Rating: Developing (1.63/3.00)</b>
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Learning outcomes are clear, specific, and measureable.</li><li>• Courses where assessments of learning outcomes will take place are somewhat described. In some courses, specific assignments used for assessment are described.</li><li>• Good information about the use of rubric to evaluate student learning, as well as the use of outcomes-aligned test questions to serve as supporting data.</li><li>• Good insights into areas to target for improvement of student learning based on findings.</li><li>• Good information is provided about how faculty are involved in and informed of the assessment practice/process and how information will be shared with stakeholders.</li></ul>	<ul style="list-style-type: none"><li>• For the upcoming cycle, the BA and MA should be reported separately. When I look at the student learning outcomes submitted for COMM, they are different for the BA and MA (and typically are).</li><li>• Question about sampling since I know COMM undergraduate classes are taken by many as FS classes. Are you sampling every third student because of number of students, and are you only looking at COMM major students? It should be only COMM students since this is an evaluation of program student learning. Not an issue with the report – just a helpful point of clarification.</li><li>• For expectations for student performance, do you expect 100% will reach the level of proficiency stated? Just be clear on that.</li><li>• Include more granular information about actual student performance, such as the percentage of students meeting the threshold level, 3, or percentage of students scoring at each level so you can see where to focus in the future.</li></ul>

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome. (somewhat)</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

<b>Analysis &amp; Results</b>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
<b>Overall Rating</b>	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Mature</b>	<input checked="" type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Undeveloped</b>