

**Assessment of Learning Outcomes Plan
for Undergraduate Communication Majors**
September 2013

Overview

The Communication and Journalism Department will assess the Communication major every three years. Our next formal assessment analysis will occur in 2016.

Goals for Learning

The undergraduate Communication degree in the Department of Communication and Journalism at the University of New Mexico is theoretically based and geared toward the application of the theories and skills learned throughout the Communication major's program of studies. The program seeks to provide students with a broad base of knowledge and skills that will prepare them for productive lives as individuals and as members of communities. This includes a broad and diverse basis of knowledge as well as the ability to critically apply that knowledge through effective communication skills in multiple contexts. The program helps students to develop a broad perspective, including a set of ethical values, an appreciation of diverse cultures, and a commitment to lifelong learning. With this in mind, we have the following five competencies:

FIVE COMPETENCIES

1. Design and deliver competent and effective public presentations for a variety of audiences
2. Write in a clear, coherent, cogent manner
3. Understand and appreciate culturally diverse ways of communicating
4. Critically analyze communication situations and messages from multiple theoretical perspectives
5. Understand the basics of designing and conducting communication research

Assessment Strategies

Assessment of the above competencies will incorporate both direct measures (portfolio evaluations, speech presentation evaluations, and internship evaluations) and indirect measures (student surveys and advisory board feedback).

DIRECT MEASURES

Senior Portfolio

Students will be asked to prepare a Senior Portfolio that will be collected toward the end of each semester from students taking C & J 400: Senior Seminar: Perspectives in Communication. Senior Seminar is designed as the capstone course for all Communication majors where students explore the ways in which the theories, concepts and skills they have learned throughout their undergraduate program of studies can be applied to the enhancement of their professional, personal, and social goals.

The Senior Portfolio will include self-selected samples of students' scholarly work that serve to demonstrate the competencies (with the exception of Competency #1 and Competency # 3 discussed below). The students will be instructed to begin collecting samples of their scholarly works to include in their Senior Portfolios. For example, in order to demonstrate "a basic understanding of designing and conducting communication research," a student might use the Prospectus for Original Research, which is a required assignment for C & J 301: Research Methods (a required prerequisite to Senior Seminar). Other means of demonstrating competencies might include such things as research papers, publications, creative works, written evaluations from internship supervisors, and so forth.

Students will submit a revised, clean copy of anything included in the portfolio. Also included in the portfolio is a table of contents that clearly identifies which work the student has selected as a demonstration of each of the competencies. The Senior Portfolio will be part of the Senior Seminar's required assignments.

Evaluation of Senior Portfolios: (Competencies # 2, #4, #5, & # 6)

A standard evaluation rubric will be used by the instructor to assess the portfolio (see rubric below).

Evaluation of Public Presentations & Cultural Diversity Competency: (Competencies #1 & #3)

The students will be directed to prepare a 5-to-6 minute presentation on the subject of cultural diversity and communication. A standard evaluation rubric will be used by the instructor to assess this presentation.

In addition to the public presentation, an additional measure of the cultural diversity competency will be done by way of two self-report questions on the Senior Survey: "Does the undergraduate program promote respect for the cultures and traditions of others," and "Have their studies in communication increased their understanding of the diversity of audiences and points of view?" (See discussion of Senior Survey under "Indirect Measures").

Internships

Upon completing an internship the employer/supervisor completes a survey evaluation of the student along with open-ended responses. In addition, the faculty director of the internship will call the employer for additional feedback. Faculty internship directors compile this information and share it with our internship coordinator, who completes an annual report for the faculty.

INDIRECT MEASURES

Senior Surveys

Each spring semester, students taking Senior Seminar will be asked to complete the "Senior Survey" (included below). This data collected enable us to examine the recommendations, problems, and concerns expressed by the students in this combination short answer and Likert questionnaire.

Advisory Board

The C & J Advisory Board is composed of professionals in each of the concentration areas. The faculty present curriculum, mission, vision, and action plans for their review. The board provides feedback for the faculty to consider in revising their curriculum. The C&J faculty meets twice a year with the Advisory Board, with breakout sessions and follow-up reports to the chair. Advisory Committee recommendations will be considered by each appropriate undergraduate committee.

TIMELINE

Senior Portfolios

We will complete an assessment every three years. The 3-year timeline will allow time for us to implement the necessary changes as indicated by the assessment.

Senior Survey

Senior surveys will be administered each spring semester. We will collapse the data every three years for assessment purposes, but we will monitor trends annually.

ANALYSIS OF RESULTS

All data will be entered into a spreadsheet for analysis. Quantitative data will be analyzed using SPSS. The first step will be to assess the quality of the measures by using appropriate research tools for measuring reliability. In the second step, we will report descriptive statistics as a means to assess the degree to which the competencies are met. Qualitative data will be analyzed using thematic analysis. We will identify core themes and expressed concerns.

COMMUNICATIONS/RECOMMENDATIONS

A report will be submitted prior to the faculty retreat (held each year before the beginning of fall semester) and discussed at the retreat. At this time, any necessary remediation steps will be discussed for those competencies which are not satisfactorily met.

As part of the report, we will re-assess the competencies and the manner in which we address the competencies in the curriculum through a curriculum review. Appropriate changes to curriculum and instruction will be made based on the assessment of learning objectives.

After completing the assessment, curriculum review, and changes, we will report our findings and decisions to the Advisory Board for feedback. The additional outside feedback will further assist our efforts to enhance the quality of instruction.

Communication—Assessment of Learning Outcomes

Evaluators' Rubric

#1: Design and deliver competent and effective public presentations for a variety of audiences.

1. Student is able to articulate a clear commitment statement/thesis.

The commitment statement (thesis) is clear and appropriate for the audience. The information provided is connected to the purpose of the presentation and the relevance to the audience is established.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

2. Student is able to synthesize information in a logical and organized structure.

Main ideas are structured using an appropriate organizational pattern that is easy for the audience to follow.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

3. Student is able to utilize ample support to convey information with clarity.

Ideas are clearly articulated and supported by appropriate, credible, effective forms of elaboration.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

4. Student is able to demonstrate physical behaviors that support the verbal message.

The speaker's posture, gestures, eye contact, facial expressions, movement and voice are effective.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

**Communication—Assessment of Learning Outcomes
Evaluators' Rubric**

2: Write in a clear, coherent, cogent manner

1. Student is able to articulate a clear thesis statement.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

2. Student demonstrates knowledge of the subject with well-developed arguments in the form of explanations, examples, description, sensory details, and so forth.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

3. Student demonstrates competence in the use of grammar, spelling, advanced-level vocabulary, and organization.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

4. Student demonstrates the ability to select and appropriately identify credible sources.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

Communication--Assessment of Learning Outcomes

Evaluators' Rubric

3: Understand and appreciate culturally diverse ways of communicating

1. The student demonstrates respect for differences in others' views, beliefs, values, codes of conduct, etc.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

2. The student demonstrates receptivity to others' ways of communicating.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

3. The student demonstrates an understanding of the value of diversity in understanding and broadening one's own viewpoint.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

4. The student demonstrates an assumption of complexity rather than making stereotypical assumptions.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

Communication—Assessment of Learning Outcomes

Evaluators' Rubric

4: Critically analyze communication situations and messages from multiple theoretical perspectives.

1. The student demonstrates an understanding of the particular theory or theories discussed in the paper.

Needs work no way to tell)	Competent	Excellent	NA (does not apply or
1 2	3 4	5	6

2. The student demonstrates the ability to use the theory or theories to reflect on, explain, or add insight to a communication event or situation.

Needs work no way to tell)	Competent	Excellent	NA (does not apply or
1 2	3 4	5	6

3. The student demonstrates an ability to appropriately apply the language or terminology of the theory to a communication situation or event.

Needs work no way to tell)	Competent	Excellent	NA (does not apply or
1 2	3 4	5	6

4. The student demonstrates the ability to use the theory in its appropriate context.

Needs work no way to tell)	Competent	Excellent	NA (does not apply or
1 2	3 4	5	6

Communication—Assessment of Learning Outcomes

Evaluators' Rubric

5: Understand the basics of designing and conducting communication research.

1. The student demonstrates an ability to clearly state a research question that identifies the key concepts or variables of interest.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

2. The student demonstrates an ability to synthesize and report published academic research in the communication field.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

3. The student demonstrates a basic understanding of the process of sampling and data gathering in communication research.

Needs work no way to tell)		Competent		Excellent	NA (does not apply or
1	2	3	4	5	6

Communication Majors: Senior Survey

This survey is designed to help the C&J faculty better understand how graduating students feel about the quality of their education and advisement in Communication. Your responses can help the students who follow you. Please take a few minutes to reply.

Date this survey was completed: _____

1. Concentration area

- a. Intercultural communication
- b. Interpersonal communication
- c. Organizational communication
- d. Public Communication

For the following statements, please use this scale:

- a. Strongly disagree
- b. Disagree
- c. Neither agree nor disagree
- d. Agree
- e. Strongly agree

2. Generally speaking, I feel my education in the Dept. of Communication & Journalism is of a high quality.	a	b	c	d	e
3. Generally speaking, I feel the instructors I have had so far in the C&J Department were of a high quality.	a	b	c	d	e
4. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received is of high quality	a	b	c	d	e
5. My studies in communication have increased my awareness of the importance of truth, accuracy, and fairness.	a	b	c	d	e
6. My studies in communication have increased my knowledge and appreciation of freedom of expression.	a	b	c	d	e
7. My studies in communication have heightened my appreciation and understanding of ethical ways of thinking and acting.	a	b	c	d	e
8. My studies in communication have provided me with an understanding of responsible use of information sources.	a	b	c	d	e
9. My studies in communication promoted respect for the culture and traditions of others.	a	b	c	d	e
10. My studies in communication have increased my understanding of the diversity of audiences and points of view.	a	b	c	d	e
11. My studies in communication have increased my ability to design and deliver effective presentations for a variety of audiences.	a	b	c	d	e

12. My studies in communication have increased my ability to write in a clear, coherent, cogent manner.	a	b	c	d	e
13. My studies in communication have increased my ability to critically analyze communication situations and messages from multiple theoretical perspectives.	a	b	c	d	e
14. My studies in communication have provided me with an understanding of the basics of designing and conducting communication research.	a	b	c	d	e
15. My studies in communication have increased my ability to recognize and critically evaluate ethical dimensions of communication.	a	b	c	d	e
16. My studies in communication have prepared me well for my chosen career.	a	b	c	d	e
17. My studies in communication have prepared me well for success in my personal life.	a	b	c	d	e

Short Answer (Use the back if necessary)

18. Did you have any trouble registering for your Communication courses? If so, which ones did you have trouble getting into?

19. Did you meet with the academic advisor (Gregoria Cavazos) at any time throughout your major?
 Yes No

20. Did you meet with the undergraduate faculty advisor (Judith Hendry) at any time throughout your major? Yes
 No

21. Please tell us a little about how you feel about the academic advising the C & J Department provides.

22. Did you feel connected to the department? Yes No

23. If not, what can the department can do to enhance students' connection?

24. Please tell us any other thoughts you have about the program or how to improve it.

Ethnic identity _____

Please mark: Male _____ Female _____

Age: Under 25 _____ 25-45 _____ 46+ _____

GPA _____