

Assurance of Student Learning 2018-2019	
PCAL	Communication
Corporate/Organizational Communication (Reference Number: 522)	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: To develop competencies in analyzing communication

Instrument 1	Direct: Consultant's Report from COMM 489: Internship in Communication
Instrument 2	Indirect: Supervisor Evaluations in Internship
Instrument 3	Indirect: Faculty conversations around student success, informed by professional development at conferences and through reading, contact with the Communication Advisory Council and alumni, and conversations in Undergraduate Curriculum Committee meetings.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: To develop skills assessing internal communication needs (academic rigor, writing, and framing).

Instrument 1	Direct: Consultant's Report from COMM 489: Internship in Communication
Instrument 2	Indirect: Supervisor Evaluations in Internship
Instrument 3	Indirect: Faculty conversations around student success, informed by professional development at conferences and through reading, contact with the Communication Advisory Council and alumni, and conversations in Undergraduate Curriculum Committee meetings.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: To develop strategic communication plans for different types of audience.

Instrument 1	Direct: Consultant's Report from COMM 489: Internship in Communication
Instrument 2	Indirect: Supervisor Evaluations in Internship
Instrument 3	Indirect: Faculty conversations around student success, informed by professional development at conferences and through reading, contact with the Communication Advisory Council and alumni, and conversations in Undergraduate Curriculum Committee meetings.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Based upon analysis and evaluation of a variety of direct and indirect measures, the Corporate and Organizational Communication program faculty have revised the major program, with implementation in 2018-19. In 2018-19, a new, more focused and strategy-centric curriculum was instituted for Corporate and Organizational Communication.

- The Corporate and Organizational Communication curriculum was reduced from 54 to 36 hours, allowing students to double major or choose additional certificates or minors.
- An internship course was required of all Corporate and Organizational Communication majors.

- 21 core course hours are supplemented by 15 limited elective hours in Message Strategy (6 hours), Human Relations (6 hours), and Message Proficiency (3 hours).

In 2019-20, the Corporate and Organizational Communication program student learning outcomes were updated by Communication faculty and endorsed by the Undergraduate Curriculum Committee and the full department to provide more specific guidance for student learning outcomes as follows:

Students should be able ethically to:

SLO 1: Apply organizational communication theories to Identify communication problems.

SLO 2: Propose theoretically grounded solutions for organizational problems.

SLO 3: Articulate how to develop and maintain productive organizational relationships

SLO 4: Create strategic communication plans that are appropriate to the purposes of content

In 2019-20, the Communication faculty who hold Ph.D. in communication conducted rubric-based analyses and evaluations of the ‘Consultant’s Report’ paper in COMM 489: Internship. These valuations of the ‘Consultant’s Report’ assignment ended in an unexpected result. None of the averages of the three assessed SLO outcomes exceeded 3. The first one was 2.97, the second was 2.88, and the third was 2.97. After discussing possible reasons, we concluded that the lack of face-to-face meetings in the course has reduced student careful attention to the assignment. In the future, we will enhance the current assignment by developing more specific guidance in the assignment description for students who are occupied with their internship. Further, the faculty member leading the internship class will meet each student at a mid-point of internship to discuss the writing assignment to gain more attention and enhance their understanding.

These students, however, have demonstrated successful achievements in their internship. In one indirect measurement, internship supervisors noted the following strengths of Corporate and Organizational Communication students:

- goal-orientation, responsiveness to feedback, short learning curves, solid organizational skills, good task completion, and attention to detail.

Weaknesses included time management, writing both well and conversationally, and paying stronger attention to proofreading.

Based on the combination of direct and indirect measurements we have concluded that all three SLOS were successfully achieved.

To follow-up:

- Faculty members leading COMM 489: Internship will meet with interns halfway through each upcoming semester to review expectations of learning in the internship and focus attention on the requirements and value of the ‘Consultant’s Report’ assignment.
- In the spring of 2019-20, the assessment committee will ask the Communication faculty to consider adding further assessment measures, such as alumni surveys, to program assessment.
- In the summer of 2020, the Communication faculty will conduct rubric-based assessment of the Consultants’ Report as a direct measure and will analyze the feedback of supervisors of Communication Studies students completing internships as an indirect measure.
- A larger sample size should be used in the future.
- The assessment committee checks if the sample papers are representatives.

Student Learning Outcome 1

Student Learning Outcome

To develop competencies in analyzing organizational communication

Measurement Instrument 1	Direct: Consultant's Report from COMM 489: Internship in Communication (One of the required core courses).		
	In this paper assignment, each student explains a theory/concept of relevant organizational communication and applies it to the actual communication needs. This assignment develops students' competencies in theory-based project learning in organizational communication.		
	We used two criteria to assess the first learning outcome: (a) how well a student can explain a theory/concept in organizational communication. (b) how well a student can apply the theory/concept to communication observed in the internship situation. We assessed each student's outcome using 5-point scale (1 as Unsatisfactory to 5 as Excellent).		
Criteria for Student Success	Students should exceed 3 (Satisfactory) in the above criteria.		
Program Success Target for this Measurement	70% and above	Percent of Program Achieving Target	62.5%
Methods	The faculty of COMM 489 randomly selected eight student papers. (This is approximately 13% of the program majors) After deleting the student's name from each paper, we distributed the papers to eight graduate faculty members who hold a Ph.D. in Communication, excluding the faculty who teach COMM 489, to ask for their evaluations using the same rubric. Reviewers submitted the evaluations through Qualtrics. Each paper had at least two reviewers (one paper accidentally had three reviewers). We computed the mean for each paper as well as for each SLO criterion to judge the outcomes. The standard deviations were also computed for reference. The overall average score for this SLO was 2.97.		
Measurement Instrument 2	Indirect: Supervisor Evaluations in Internship.		
Criteria for Student Success	Exceeding 3 on each of 11 measures and an overall positive set of outcomes on qualitative comments made by the supervisors.		
Program Success Target for this Measurement	80% of the students exceeding 3 on each measure (on a five point scale)	Percent of Program Achieving Target	100%
Methods	After completing the intern period, each supervisor was asked to assess the student in 11 criteria including: appearance, maturity, punctuality, attitude, interpersonal relation skills, organization, ability to learn, initiative, responsibility, quantity of work, and quality of work. The supervisor rated the student using a 5-point scale (1 as lowest to 5 as highest). The supervisor was also encouraged to provide comments in each area. Two Communication faculty members, each holding a Ph.D. degree, reviewed 10 supervisors' evaluations in the above 11 criteria and for repeated themes to identify the strengths and weaknesses.		
Measurement Instrument 3	Indirect: Faculty conversations around student success, informed by professional development at conferences and through reading, contact with the Communication Advisory Council and alumni, and conversations in Undergraduate Curriculum Committee meetings.		
Criteria for Student Success	Success with gaining internships, developing professional portfolios, success at jobs after graduation		
Program Success Target for this Measurement	NA	Percent of Program Achieving Target	NA
Methods	Faculty members engage in informal and ongoing conversations within areas and in the Undergraduate Curriculum Committee, current reading on higher education trends and issues, communicate with alumni, and regularly attend conferences in their discipline.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
			Not Met

<p>Actions</p> <ul style="list-style-type: none"> • In 2018-19, a new, more focused and strategy-centric curriculum was instituted for Corporate and Organizational Communication. • As a consequence of analyses and evaluations based on the direct and indirect measures above, the Corporate and Organizational Communication curriculum was reduced from 54 to 36 hours, allowing students to double major or choose additional certificates or minors. • An internship course was required of all Corporate and Organizational Communication majors. • 21 core course hours are supplemented by 15 limited elective hours in Message Strategy (6 hours), Human Relations (6 hours), and Message Proficiency (3 hours). • In 2019-20, the Corporate and Organizational Communication program student learning outcomes were updated by Communication faculty, which were endorsed by the Undergraduate Curriculum Committee and the full department to provide more specific guidance for student learning. • In 2019-20, the Communication faculty will conduct rubric-based analyses of the ‘Consultant’s Report’ paper in COMM 489: Internship.
<p>Follow-up</p> <ul style="list-style-type: none"> • Faculty members leading COMM 489: Internship will meet with interns halfway through each upcoming semester to review expectations of learning in the internship and focus attention on the requirements and value of the ‘Consultant’s Report’ assignment. • In the spring of 2019-20, the assessment committee will ask the Communication faculty to consider adding further assessment measures, such as alumni surveys, to program assessment. • In the summer of 2020, the Communication faculty will conduct rubric-based assessment of the Consultant’s Report as a direct measure and will analyze the feedback of supervisors of Communication Studies students completing internships as an indirect measure.

Student Learning Outcome 2			
Student Learning Outcome	To develop skills assessing internal communication needs (academic rigor, writing, and framing).		
Measurement Instrument 1	<p>Direct: Consultant’s Report from COMM 489: Internship in Communication (One of the required core courses).</p> <p>In this paper assignment, each student identifies the needs of actual communication needs using a theory/concept of organizational communication and writes a report as if they were a consultant. This assignment develops students’ analytical and writing skills.</p> <p>We used four criteria to assess this learning outcome: (a) how well a student can identify communication needs, (b) how well a student can incorporate credible sources to support his/her analysis, (c) how well a student can write, and (d) how well a student can conform to the standard writing style (APA style). We assessed each student’s outcome using 5-point scale (1 as Unsatisfactory to 5 as Excellent).</p>		
Criteria for Student Success	Students should exceed 3 (Satisfactory) in the above criteria.		
Program Success Target for this Measurement	70% and above	Percent of Program Achieving Target	50%
Methods	The faculty of COMM 489 randomly selected eight student papers. (This is approximately 13% of the program majors) After deleting the student’s name from each paper, we distributed the papers to eight graduate faculty members who hold a Ph.D. in Communication, excluding the faculty who teach COMM 489, to ask for their evaluations using the same rubric. Reviewers submitted the evaluations through Qualtrics. Each paper had at least two reviewers (one paper accidentally had three reviewers). We computed the mean for each paper as well as for each SLO criterion to judge the outcomes. The standard deviations were also computed for reference. The overall average for this SLO was 2.88.		
Measurement Instrument 2	Indirect: Supervisor Evaluations in Internship.		

Criteria for Student Success	Exceeding 3 on each of 11 measures and an overall positive set of outcomes on qualitative comments made by the supervisors.		
Program Success Target for this Measurement	80% of the students exceeding 3 on each measure (on a five point scale)	Percent of Program Achieving Target	100%
Methods	After completing the intern period, each supervisor was asked to assess the student in 11 criteria including: appearance, maturity, punctuality, attitude, interpersonal relation skills, organization, ability to learn, initiative, responsibility, quantity of work, and quality of work. The supervisor rated the student using a 5-point scale (1 as lowest to 5 as highest). The supervisor was also encouraged to provide comments in each area. Two Communication faculty members, each holding a Ph.D. degree, reviewed 10 supervisors' evaluations in the above 11 criteria and for repeated themes to identify the strengths and weaknesses.		
Measurement Instrument 3	Indirect: Faculty conversations around student success, informed by professional development at conferences and through reading, contact with the Communication Advisory Council and alumni, and conversations in Undergraduate Curriculum Committee meetings.		
Criteria for Student Success	Success with gaining internships, developing professional portfolios, success at jobs after graduation		
Program Success Target for this Measurement	NA	Percent of Program Achieving Target	NA
Methods	Faculty members engage in informal and ongoing conversations within areas and in the Undergraduate Curriculum Committee, current reading on higher education trends and issues, communicate with alumni, and regularly attend conferences in their discipline.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
			Not Met
Actions			
<ul style="list-style-type: none"> In 2018-19, a new, more focused and strategy-centric curriculum was instituted for Corporate and Organizational Communication. As a consequence of analyses and evaluations based on the direct and indirect measures above, the Corporate and Organizational Communication curriculum was reduced from 54 to 36 hours, allowing students to double major or choose additional certificates or minors. An internship course was required of all Corporate and Organizational Communication majors. 21 core course hours are supplemented by 15 limited elective hours in Message Strategy (6 hours), Human Relations (6 hours), and Message Proficiency (3 hours). In 2019-20, the Corporate and Organizational Communication program student learning outcomes were updated by Communication faculty, which were endorsed by the Undergraduate Curriculum Committee and the full department to provide more specific guidance for student learning. In 2019-20, the Communication faculty will conduct rubric-based analyses of the 'Consultant's Report' paper in COMM 489: Internship. 			
Follow-up			
<ul style="list-style-type: none"> Faculty members leading COMM 489: Internship will meet with interns halfway through each upcoming semester to review expectations of learning in the internship and focus attention on the requirements and value of the 'Consultant's Report' assignment. In the spring of 2019-20, the assessment committee will ask the Communication faculty to consider adding further assessment measures, such as alumni surveys, to program assessment. In the summer of 2020, the Communication faculty will conduct rubric-based assessment of the Consultant's Report as a direct measure and will analyze the feedback of supervisors of Communication Studies students completing internships as an indirect measure. 			

Student Learning Outcome 3

Student Learning Outcome	To develop strategic communication plans for different types of audiences.			
Measurement Instrument 1	<p>Direct: Consultant’s Report from COMM 489: Internship in Communication (One of the required core courses).</p> <p>In this paper assignment, each student provides suggestions to the actual communication needs of the internship organization, based on his/her analysis. This assignment develops students’ strategic communication skills for the audience.</p> <p>We used one criterion to assess this outcome: how well a student offer solutions/suggestions. We assessed each student’s outcome using a 5-point scale (1 as Unsatisfactory to 5 as Excellent).</p>			
Criteria for Student Success	Students should exceed 3 (Satisfactory) in the above criteria.			
Program Success Target for this Measurement	70% and above	Percent of Program Achieving Target	62.5%	
Methods	The faculty of COMM 489 randomly selected eight student papers. After deleting the student name from each paper, we distributed the papers to eight graduate faculty members who hold a Ph.D. in Communication excluding the faculty of COMM 489 to ask for their evaluations using the same rubric. Each paper had at least two reviewers (one paper accidentally had three reviewers). Reviewers submitted their evaluations via Qualtrics. We computed the mean and standard deviation of each criteria to judge the outcomes.			
Measurement Instrument 2	Indirect: Supervisor Evaluations in Internship.			
Criteria for Student Success	Exceeding 3 on each of 11 measures and an overall positive set of outcomes on qualitative comments made by the supervisors.			
Program Success Target for this Measurement	80% of the students exceeding 3 on each measure (on a five point scale)	Percent of Program Achieving Target	100%	
Methods	The faculty of COMM 489 randomly selected eight student papers. (This is approximately 13% of the program majors) After deleting the student’s name from each paper, we distributed the papers to eight graduate faculty members who hold a Ph.D. in Communication, excluding the faculty who teach COMM 489, to ask for their evaluations using the same rubric. Reviewers submitted the evaluations through Qualtrics. Each paper had at least two reviewers (one paper accidentally had three reviewers). We computed the mean for each paper as well as for each SLO criterion to judge the outcomes. The standard deviations were also computed for reference. The overall average for this SLO was 2.94.			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Actions				
<ul style="list-style-type: none"> • In 2018-19, a new, more focused and strategy-centric curriculum was instituted for Corporate and Organizational Communication. • As a consequence of analyses and evaluations based on the direct and indirect measures above, the Corporate and Organizational Communication curriculum was reduced from 54 to 36 hours, allowing students to double major or choose additional certificates or minors. • An internship course was required of all Corporate and Organizational Communication majors. • 21 core course hours are supplemented by 15 limited elective hours in Message Strategy (6 hours), Human Relations (6 hours), and Message Proficiency (3 hours). • In 2019-20, the Corporate and Organizational Communication program student learning outcomes were updated by Communication faculty, which were endorsed by the Undergraduate Curriculum Committee and the full department to provide more specific guidance for student learning. • In 2019-20, the Communication faculty will conduct rubric-based analyses of the ‘Consultant’s Report’ paper in COMM 489: Internship. 				

Follow-up

- Faculty members leading COMM 489: Internship will meet with interns halfway through each upcoming semester to review expectations of learning in the internship and focus attention on the requirements and value of the 'Consultant's Report' assignment.
- In the spring of 2019-20, the assessment committee will ask the Communication faculty to consider adding further assessment measures, such as alumni surveys, to program assessment.
- In the summer of 2020, the Communication faculty will conduct rubric-based assessment of the Consultant's Report as a direct measure and will analyze the feedback of supervisors of Communication Studies students completing internships as an indirect measure.

This site is for CORP/ORG. COMM. PROGRAM

Q1.

This site is for Consultant's Paper (Corp/Org Comm) Assessment.

Please select the paper number you are assessing. (One at a time)

- Consultant's Paper 1
- Consultant's Paper 2
- Consultant's Paper 3
- Consultant's Paper 4
- Consultant's Paper 5
- Consultant's Paper 6
- Consultant's Paper 7
- Consultant's Paper 8

Q2A.

Objective 1: Develops competencies in analyzing organizational communication.

Regarding this paper, please assess how well the author explains theories/concepts overall by selecting the most appropriate category below.

- EXCELLENT: Very clearly explains theories/concepts.
- GOOD: Clearly explains theories/concepts.
- SATISFACTORY: Somewhat clearly explains theories/concept.
- POOR: Does not clearly explain theories/concepts.
- UNSATISFACTORY: Does not explain theories/concepts.

Q2B.

Objective 1: Develops competencies in analyzing communication. Cont'd.

Regarding this paper, please assess the author's application skills by selecting the most appropriate category below.

- EXCELLENT: Very clearly applies all theories/concepts to an organizational issue, illustrating strong understanding of the theories/concepts, illuminating corresponding communication elements present in the organizational problem.
- GOOD: Clearly applies most of the theories/concepts to an organizational issue, illustrating good understanding of the theories/concepts, illuminating corresponding communication elements present in the organizational problem.
- SATISFACTORY: Somewhat clearly applies theories/concepts to an organizational issue, illustrating basic understanding of the theories/concepts, illuminating some of the corresponding communication elements present in the organizational problem.
- POOR: Does not clearly apply theories/concepts to an organizational issue or the issue is not organizational in nature, does not clearly illustrate basic understanding of the theories/concepts nor effectively illuminate corresponding communication elements present in the organizational problem.
- UNSATISFACTORY: Does not clearly apply theories/concepts to an organizational issue, failed to illustrate an understanding of the theories/concepts or illuminate corresponding communication elements present in the organizational problem.