

Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: **Arts & Sciences**
2. Department: **Communication & Journalism**
3. Date: **March 8, 2016**

B. Academic Program of Study*

B.A. Communication Studies

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

- [Attach Cover Sheet for Student Learning Outcomes and associated materials.]*
[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program

To provide the knowledge, skills, and ethical principles that prepare students to be competent professionals in communication careers and serve the needs of diverse societies.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program
[Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]

1. Write in a clear, coherent, and cogent manner.
 - a. UNM Goals: X Knowledge X Skills Responsibility

2. Ability to analyze critically, understand, and apply communication theories.
UNM Goals: X Knowledge X Skills X Responsibility

3. Design and deliver competent and effective public presentations for a variety of audiences.

UNM Goals: X Knowledge X Skills X Responsibility

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

4. Demonstrate an awareness of culturally diverse ways of communicating.

UNM Goals: Knowledge Skills Responsibility

5. Demonstrate the ability to design communication research.

UNM Goals: Knowledge Skills Responsibility

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. Timeline for Assessment

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

Year/Semester	Assessment Activities
Year 1, Fall	
Year 1, Spring SLO 1 Writing SLO 2 Theory Application	Use rubrics to assess writing and theory application in capstone course CJ400 Senior Seminar
Year 2, Fall	
Year 2, Spring SLO 3 Oral Presentations SLO 4 Diversity	Use rubrics to assess oral presentations and diversity in capstone course CJ400 Senior Seminar Administer Senior Survey in CJ400
Year 3, Fall	
Year 3, Fall SLO 5 Research skills	Use rubrics to assess research skills in course C&J301. Communication Research Methods
Year 4, Spring Analysis and discussion of overall assessment and preparation of a plan for action.	Outcomes assessed will be discussed with faculty at the start of each academic year to address student learning and program improvement.

2. How will learning outcomes be assessed?

A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three-year plan?*
- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, contact assessment@unm.edu for clarification. You should have **both***

direct and indirect measures and at least half of the assessment methods/measures program wide will be direct measures of student learning.

SLOs	Measurement	Target Course
1. Write in a clear, coherent, and cogent manner.	<p><u>Direct measure:</u> Students will write a theory application paper in capstone course CJ400 that will be used to assess writing. Rubric (see Appendices 1) will be used to measure performance.</p> <p><u>Indirect measure:</u> Senior Survey (Appendix 6) contains self-report questions (item 12) related to writing.</p>	C&J400 Senior Seminar
2. Ability to analyze critically, understand, and apply communication theories.	<p><u>Direct measure:</u> Students will write a theory application paper in capstone course CJ400. A rubric will be used to measure performance (Appendix 2)</p> <p><u>Indirect measure:</u> B2, B4. Senior Survey (Appendix 6) contains self-report questions (items 13, 15) related to theory application.</p>	C&J400 Senior Seminar
3. Design and deliver competent and effective public presentations for variety of audiences.	<p><u>Direct measure:</u> The students will be directed to prepare an individual oral presentation in capstone course CJ400. A rubric (Appendix 3) will be used to assess performance.</p> <p><u>Indirect measure:</u> Senior Survey (Appendix 6) contains self-report questions (item 11) related to diversity.</p>	C&J400 Senior Seminar
4. Demonstrate an awareness of culturally diverse ways of communicating.	<p><u>Direct measure:</u> The students will be directed to prepare an oral presentation on a topic relating to diversity and communication A rubric will be used to assess performance (Appendix 4). Or The students will read on the topic of diversity and communication and will engage in an online discussion—responding to discussion prompts and to other students' comments.</p> <p><u>Indirect measure:</u> Senior Survey (Appendix 6) contains self-report questions (items 9-10) related to diversity.</p>	C&J400 Senior Seminar
5. Demonstrate the ability to design communication research.	<p><u>Direct measure:</u> Students will prepare the Prospectus for Original Research in C&J301. A rubric will be used to assess performance (Appendix 5).</p> <p><u>Indirect measure:</u> Senior Survey (Appendix 6) contains self-report questions (item 14) related to research.</p>	C&J 301 Comm Reserch Methods

Rubrics and survey (see Appendices 1-6) will be used as criteria for success. An acceptable performance target would be a minimum of 3.0 (on a 5-point scale) on all items on the rubrics.

See table below:

- B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. Please note that you are recommended to sample all students in your program; however, sampling approx. 20% of the student population is acceptable if the course's total student population (or student enrollment) exceeds 99 in an academic year. A valid explanation should be provided for samples that are less than 20% of the total student population.

All students in the Spring sections of C&J400 Senior Seminar and in the Fall section of C&J301 (average 30 students in each section) will be assessed. This represents 62.5% of the graduating senior class each year (number of graduates in Spring 2014 was 48).

3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Briefly describe:

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*

Instructors teaching CJ400 Senior Seminar and CJ301 Communication Research Methods will gather data and use rubrics (Appendices 1-5) to assess the stated SLOs. Assessment coordinators and members of the Undergraduate Studies Committee will oversee the process of analysis and interpretation.

2. *the process for consideration of the implications of assessment for change:*
 - a. *to assessment mechanisms themselves,*
 - b. *to curriculum design,*
 - c. *to pedagogy...in the interest of improving student learning.*

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 assessment mechanisms by using appropriate research tools for measuring reliability. We will re-assess the measurement of competencies if needed. 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. Analysis will be conducive to the discussion of curricular design and pedagogical practices.

3. *How, when, and to whom will recommendations be communicated?*

A report will be submitted to all faculty in early Fall each year for discussion of SLOs assessed and planning of any necessary remediation steps to address those learning objectives that are not satisfactorily met.

APPENDIX 1

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

SLO 1: Write in a clear, coherent, and cogent manner

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

Needs work		Competent		Excellent
1	2	3	4	5

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		Competent		Excellent
1	2	3	4	5

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

Needs work		Competent		Excellent
1	2	3	4	5

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

Needs work		Competent		Excellent
1	2	3	4	5

APPENDIX 2

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

**SLO 2: 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		Competent		Excellent
1	2	3	4	5

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		Competent		Excellent
1	2	3	4	5

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

Needs work		Competent		Excellent
1	2	3	4	5

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

Needs work		Competent		Excellent
1	2	3	4	5

APPENDIX 3

Communication—Assessment of Learning Outcomes Evaluators' Rubrics

SLO 3: 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		Competent		Excellent
1	2	3	4	5

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		Competent		Excellent
1	2	3	4	5

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		Competent		Excellent
1	2	3	4	5

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		Competent		Excellent
1	2	3	4	5

APPENDIX 4

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

SLO 4: 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		Competent		Excellent
1	2	3	4	5

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

Needs work		Competent		Excellent
1	2	3	4	5

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

Needs work		Competent		Excellent
1	2	3	4	5

4. The student demonstrates understanding of the complexity involved in cultural diversity. The student demonstrates an assumption of complexity rather than making stereotypical assumptions.

Needs work		Competent		Excellent
1	2	3	4	5

APPENDIX 5

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

**SLO 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		Competent		Excellent
1	2	3	4	5

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

Needs work		Competent		Excellent
1	2	3	4	5

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

Needs work		Competent		Excellent
1	2	3	4	5

APPENDIX 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 _____