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| **Assurance of Student Learning**  **2020-2021** | |
| *Potter College* | *Communication* |
| *0012 Organizational Communication* | |
| *Dr. Jieyoung Kong* | |

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| ***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:**  **Demonstrate mastery in written communication** | | | |
| **Instrument 1** | **Direct: Capstone Project (Thesis/Non-thesis options)** | | |
| **Instrument 2** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**  **Explain theories and concepts** | | | |
| **Instrument 1** | **Direct: Capstone Project (Thesis/Non-thesis options)** | | |
| **Instrument 2** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**  **Demonstrate ability to apply communication concepts in organizational contexts** | | | |
| **Instrument 1** | **Direct: Capstone Project (Thesis/Non-thesis options)** | | |
| **Instrument 2** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| Overall, the result from this assessment indicate that students who complete our program successfully achieve the program learning outcomes. This is owed to our program instituting a significant revision in Fall 2012 after conducting a benchmark analysis, student surveys, and a SWOT analysis aimed at understanding disciplinary changes and student need. Our current program learning outcomes are as follow:  1. Demonstrate mastery in research  2. Demonstrate mastery in written communication  3. Explain theories and concepts  4. Identify distinct communication practices of culturally diverse groups  5. Demonstrate ability to apply communication concepts in organizational contexts  For individual courses, these learning outcomes are assessed using multiple tools such as exams, application papers, presentations, research proposals, and qualitative, quantitative, and rhetorically grounded primary research studies. For the program as a whole, the above learning outcomes are assessed through the capstone experience, whether that is the thesis-track or the non-thesis track. In other words, learning outcome assessment for the program as a whole has been embedded in the capstone experience. In the 2019-2020 ASL assessment, we had assessed learning outcomes 1, 2, and 4. So for this year’s ASL assessment, we assessed learning outcomes 2, 3, and 5. | | | |

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| **Student Learning Outcome 1** | | | | | |
| **Student Learning Outcome** | **Demonstrate mastery in written communication** | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: For the thesis track, students complete original research and successfully defend their thesis. A thesis typically focuses on answering a specialized question(s) in communication research. In their first semester of thesis work, students prepare a prospectus, which includes a rationale, literature review, methodology sections, and a timeline for thesis completion. When they successfully defend their prospectus, they then proceed with the rest of the research project to collect, analyze data, and then write up the findings and implications in their second semester of the thesis work. Completion of a thesis depends on students demonstrating mastery in written communication. For the non-thesis track, students must take the comprehensive exam for their degree completion.  The exam is composed of three questions to assess each of the following: theoretical knowledge, methodological mastery, and application of theories and concepts to specific context. The design of the exam and the questions written by faculty take into account the learning outcomes. Students must demonstrate mastery in written communication to convey their knowledge, critical thinking, and application skills. | | | | |
| **Criteria for Student Success** | In the case of the thesis track, students should successfully defend their thesis. In the case of the non-thesis track, the student must “Pass” their comprehensive exam for each of the areas tested. Student exam paper is evaluated by a set of rubrics adapted from the Widener University Doctor of Education Program (see attachment). The first rubric for the theory answer assesses for concept mastery, foundational content, literature use, organization, and language. The second rubric for the method answer assesses for the link of problem to design, research design, method, measurement, procedures, data analysis, and quality of writing. The third rubric for the application answer assesses on concepts, application to problem/case, literature use, organization, and language. Scores for each dimension per area range from “Insufficient” (1 point), “Emergent” (2 points), “Proficient” (3 points), and “Distinguished” (4 points). The scores from each dimension in each question area are summed up, which are then translated by a scale to determine success level into Fail, Pass, or Pass with Honors. To get a “Pass” on their exam answer, students must receive 13 out of a maximum of 20 points and no more than two individual dimension below “emergent” for each question area from each of their faculty committee member. A score that is 18 or above is considered “Pass with Honors.” For the final step, scores from the committee members are combined by each question area, and then translated by a scale to determine success level. If the total combined score for each question area is less than 38, it is “Fail.” If the combined score is 39-53 points, it gets “Pass.” Scores that are 54 or above, with 60 points being maximum possible points, get “Pass with Honors.” Success is defined as pass or higher. | | | | |
| **Program Success Target for this Measurement** | | 100% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Direct: Artifacts from capstone experience (*N* = 7) were used for this assessment. In this academic year, all of the students chose the non-thesis track. Three faculty members of their exam committee read and assessed the exam answers independently using the set of rubrics mentioned above. For this SLO, scores from all areas of the exam were relevant. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | |
| All students have successfully passed their comprehensive exam in their first attempt. Thus, these results have not indicated a need for program improvement or change. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| None planned for now. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| After consulting the Gradaute Program Committee, program will be assessed using the same process but SLO criteria 1, 2, and 4. | | | | | |

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| **Student Learning Outcome 2** | | | | | |
| **Student Learning Outcome** | **Explain theories and concepts** | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: For the thesis track, students complete original research and successfully defend their thesis. A thesis typically focuses on answering a specialized question(s) in communication research. In their first semester of thesis work, students prepare a prospectus, which includes a rationale, literature review, methodology sections, and a timeline for thesis completion. When they successfully defend their prospectus, they then proceed with the rest of the research project to collect, analyze data, and then write up the findings and implications in their second semester of the thesis work. Completion of a thesis depends on students demonstrating mastery in written communication. For the non-thesis track, students must take the comprehensive exam for their degree completion.  The exam is composed of three questions to assess each of the following: theoretical knowledge, methodological mastery, and application of theories and concepts to specific context. The design of the exam and the questions written by faculty take into account the learning outcomes. Students must demonstrate mastery in written communication to convey their knowledge, critical thinking, and application skills. | | | | |
| **Criteria for Student Success** | In the case of the thesis track, students should successfully defend their thesis. In the case of the non-thesis track, the student must “Pass” their comprehensive exam for each of the areas tested. Student exam paper is evaluated by a set of rubrics adapted from the Widener University Doctor of Education Program (see attachment). The first rubric for the theory answer assesses for concept mastery, foundational content, literature use, organization, and language. The second rubric for the method answer assesses for the link of problem to design, research design, method, measurement, procedures, data analysis, and quality of writing. The third rubric for the application answer assesses on concepts, application to problem/case, literature use, organization, and language. Scores for each dimension per area range from “Insufficient” (1 point), “Emergent” (2 points), “Proficient” (3 points), and “Distinguished” (4 points). The scores from each dimension in each question area are summed up, which are then translated by a scale to determine success level into Fail, Pass, or Pass with Honors. To get a “Pass” on their exam answer, students must receive 13 out of a maximum of 20 points and no more than two individual dimension below “emergent” for each question area from each of their faculty committee member. A score that is 18 or above is considered “Pass with Honors.” For the final step, scores from the committee members are combined by each question area, and then translated by a scale to determine success level. If the total combined score for each question area is less than 38, it is “Fail.” If the combined score is 39-53 points, it gets “Pass.” Scores that are 54 or above, with 60 points being maximum possible points, get “Pass with Honors.” Success is defined as pass or higher. | | | | |
| **Program Success Target for this Measurement** | | 100% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Direct: Artifacts from capstone experience (*N* = 7) were used for this assessment. In this academic year, all of the students chose the non-thesis track. Three faculty members of their exam committee read and assessed the exam answers independently using the set of rubrics mentioned above. For this SLO, scores from the theory/foundations section was used for this assessment. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| All students have successfully passed their comprehensive exam in their first attempt. Thus, these results have not indicated a need for program improvement or change. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| None planned for now. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| After consulting the Gradaute Program Committee, program will be assessed using the same process but SLO criteria 1, 2, and 4. | | | | | |

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| **Student Learning Outcome 3** | | | | | |
| **Student Learning Outcome** | **Demonstrate ability to apply communication concepts in organizational contexts** | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: For the thesis track, students complete original research and successfully defend their thesis. A thesis typically focuses on answering a specialized question(s) in communication research. In their first semester of thesis work, students prepare a prospectus, which includes a rationale, literature review, methodology sections, and a timeline for thesis completion. When they successfully defend their prospectus, they then proceed with the rest of the research project to collect, analyze data, and then write up the findings and implications in their second semester of the thesis work. Completion of a thesis depends on students demonstrating mastery in written communication. For the non-thesis track, students must take the comprehensive exam for their degree completion.  The exam is composed of three questions to assess each of the following: theoretical knowledge, methodological mastery, and application of theories and concepts to specific context. The design of the exam and the questions written by faculty take into account the learning outcomes. Students must demonstrate mastery in written communication to convey their knowledge, critical thinking, and application skills. | | | | |
| **Criteria for Student Success** | In the case of the thesis track, students should successfully defend their thesis. In the case of the non-thesis track, the student must “Pass” their comprehensive exam for each of the areas tested. Student exam paper is evaluated by a set of rubrics adapted from the Widener University Doctor of Education Program (see attachment). The first rubric for the theory answer assesses for concept mastery, foundational content, literature use, organization, and language. The second rubric for the method answer assesses for the link of problem to design, research design, method, measurement, procedures, data analysis, and quality of writing. The third rubric for the application answer assesses on concepts, application to problem/case, literature use, organization, and language. Scores for each dimension per area range from “Insufficient” (1 point), “Emergent” (2 points), “Proficient” (3 points), and “Distinguished” (4 points). The scores from each dimension in each question area are summed up, which are then translated by a scale to determine success level into Fail, Pass, or Pass with Honors. To get a “Pass” on their exam answer, students must receive 13 out of a maximum of 20 points and no more than two individual dimension below “emergent” for each question area from each of their faculty committee member. A score that is 18 or above is considered “Pass with Honors.” For the final step, scores from the committee members are combined by each question area, and then translated by a scale to determine success level. If the total combined score for each question area is less than 38, it is “Fail.” If the combined score is 39-53 points, it gets “Pass.” Scores that are 54 or above, with 60 points being maximum possible points, get “Pass with Honors.” Success is defined as pass or higher. | | | | |
| **Program Success Target for this Measurement** | | 100% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Direct: Artifacts from capstone experience (*N* = 7) were used for this assessment. In this academic year, all of the students chose the non-thesis track. Three faculty members of their exam committee read and assessed the exam answers independently using the set of rubrics mentioned above. For this SLO, scores from the application section was used for this assessment. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | |
| All students have successfully passed their comprehensive exam in their first attempt. Thus, these results have not indicated a need for program improvement or change. | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | |
| None planned for now. | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | |
| After consulting the Gradaute Program Committee, program will be assessed using the same process but SLO criteria 1, 2, and 4. | | | | | |

**Comprehensive Exam Assessment Rubric** 



