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| **Assurance of Student Learning Report**  **2022-2023** | | |
| *Potter College* | | *Communication* |
| *Communicating in Organizations Graduate Certificate #0471* | | |
| *Dr. Jieyoung Kong* | | |
| ***Is this an online program***?  Yes  No  Yes, but not exclusively. | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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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. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1: Identifies and analyzes communication challenges in organizational life.** | | | |
| **Instrument 1** | **Direct: Analysis of a course assignment paper.** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2: Applies communication theories, principles, and/or research to construct practical recommendations.** | | | |
| **Instrument 1** | **Direct: Analysis of a course assignment paper.** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3: Evaluates and/or develops messages/strategies that affect organizational outcomes.** | | | |
| **Instrument 1** | **Direct: Analysis of a course assignment paper.** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| The Communicating in Organizations Graduate Certificate Program is a 12-credit hour program focusing on applied organizational communication and integrates communication theory, practice, and problem-based research in dealing with real-world communication challenges. The program is unique in that students can complete it fully online, or partially online, or fully in person, if they choose. Also, there is no fixed sequence of courses for this program; rather, students choose any two courses from two clusters of elective courses: one group in organizational communication and its processes, and the other in message design and communication contexts. Assessing student learning outcomes for this particular program is a challenge, however, because there is no set of core courses nor a culminating capstone experience to tap for student learning outcomes and program assessment. The student learning objectives for the certificate program are as follows: *(1) Identifies and analyzes communication challenges in organizational life, (2) Applies communication theories, principles, and/or research to construct practical recommendations, and (3) Evaluates and/or develops messages/strategies that affect organizational outcomes*. In the 2021-2022 ASL assessment, we had assessed only one SLO because the elective course with the highest concentration of students in the certificate program have only one artificate that aligned with the program learning outcomes. For this year, an elective course with the highest concentration of students in the certificate program which had a course artifact that could be used to assess all three learning outcomes was identified for assessment. The result of this year’s assessment indicate that the mean scores of the sampled student papers had reached and/or exceeded the self-reported assessment goals for all of the three SLOs. The assessment results suggest generally there is good alignment between the selected core course learning outcomes and program learning outcomes. | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Program Student Learning Outcome** | **Identifies and analyzes communication challenges in organizational life.** | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Student artifacts chosen for this SLO assessment were a 20+ page term paper where students conducted a rhetorical criticism of a(n) organizational image repair/crisis response campaign using foundational and/or contemporary typologies. | | | | |
| **Criteria for Student Success** | Success is “proficient” or higher on the rubric developed from program learning outcomes. Scores on the rubric item for this SLO ranged from “insufficient (1 point),” “weak (2 point),” “proficient (3 points),” and “excellent (4 points).” | | | | |
| **Program Success Target for this Measurement** | | 75% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Direct: Due to the fact there is no capstone course or core courses for this graduate certificate program, the course with the highest concentration of students enrolled in the program and whose course learning objectives covered all three program learning outcomes was selected. There was only one such course. Artifacts from 4 students (*n* = 4) enrolled in the course listed in the certificate program were collected out of a total of 12 students enrolled in the certificate program (*N* = 12). All identifiers were removed (student name, course name, and faculty name) from the artifacts and each were assigned to two full-time graduate faculty who teach in the graduate communication program so that each paper was read twice by two different reviewers. The mean of the reviewer scores were used as the final score. The rubric used for scoring was developed from the program learning outcomes; for this SLO, there was a single corresponding rubric item which could be scored along four different levels. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: Overall, the result from this assessment indicate that the mean scores for all of the sampled student papers for this SLOs has not only met, but exceeded the self-declared goal.  **Conclusions**: The assessment result suggest there is good alignment between the core course learning outcomes and the program learning outcome. In terms of actions for program improvement, faculty who teach courses in the certificate program need to update their course learning objectives and course assignments to reflect the latest program learning objectives starting next academic year.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The Gradaute Program Committee will discuss to identify the most appropriate elective course for assessment purposes. The course instructor will then be consulted to select the most appropriate student artifiact and the the program will be assessed using the same process. | | | | | |

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| **Program Student Learning Outcome 2** | | | | | |
| **Program Student Learning Outcome** | **Applies communication theories, principles, and/or research to construct practical recommendations.** | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Student artifacts chosen for this SLO assessment were a 20+ page term paper where students conducted a rhetorical criticism of a(n) organizational image repair/crisis response campaign using foundational and/or contemporary typologies. | | | | |
| **Criteria for Student Success** | Success is “proficient” or higher on the rubric developed from program learning outcomes. Scores on the rubric item for this SLO ranged from “insufficient (1 point),” “weak (2 point),” “proficient (3 points),” and “excellent (4 points).” | | | | |
| **Program Success Target for this Measurement** | | 75% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Direct: Due to the fact there is no capstone course or core courses for this graduate certificate program, the course with the highest concentration of students enrolled in the program and whose course learning objectives covered all three program learning outcomes was selected. There was only one such course. Artifacts from 4 students (*n* = 4) enrolled in the course listed in the certificate program were collected out of a total of 12 students enrolled in the certificate program (*N* = 12). All identifiers were removed (student name, course name, and faculty name) from the artifacts and each were assigned to two full-time graduate faculty who teach in the graduate communication program so that each paper was read twice by two different reviewers. The mean of the reviewer scores were used as the final score. The rubric used for scoring was developed from the program learning outcomes; for this SLO, there was a single corresponding rubric item which could be scored along four different levels. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: Overall, the result from this assessment indicate that the mean scores for all of the sampled student papers for this SLOs has not only met, but exceeded the self-declared goal.  **Conclusions**: The assessment result suggest there is good alignment between the core course learning outcomes and the program learning outcome. In terms of actions for program improvement, faculty who teach courses in the certificate program need to update their course learning objectives and course assignments to reflect the latest program learning objectives starting next academic year.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The Gradaute Program Committee will discuss to identify the most appropriate elective course for assessment purposes. The course instructor will then be consulted to select the most appropriate student artifiact and the the program will be assessed using the same process. | | | | | |

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| **Program Student Learning Outcome 3** | | | | | |
| **Program Student Learning Outcome** | **Evaluates and/or develops messages/strategies that affect organizational outcomes.** | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Student artifacts chosen for this SLO assessment were a 20+ page term paper where students conducted a rhetorical criticism of a(n) organizational image repair/crisis response campaign using foundational and/or contemporary typologies. | | | | |
| **Criteria for Student Success** | Success is “proficient” or higher on the rubric developed from program learning outcomes. Scores on the rubric item for this SLO ranged from “insufficient (1 point),” “weak (2 point),” “proficient (3 points),” and “excellent (4 points).” | | | | |
| **Program Success Target for this Measurement** | | 75% | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Direct: Due to the fact there is no capstone course or core courses for this graduate certificate program, the course with the highest concentration of students enrolled in the program and whose course learning objectives covered all three program learning outcomes was selected. There was only one such course. Artifacts from 4 students (*n* = 4) enrolled in the course listed in the certificate program were collected out of a total of 12 students enrolled in the certificate program (*N* = 12). All identifiers were removed (student name, course name, and faculty name) from the artifacts and each were assigned to two full-time graduate faculty who teach in the graduate communication program so that each paper was read twice by two different reviewers. The mean of the reviewer scores were used as the final score. The rubric used for scoring was developed from the program learning outcomes; for this SLO, there was a single corresponding rubric item which could be scored along four different levels. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: Overall, the result from this assessment indicate that the mean scores for all of the sampled student papers for this SLOs has not only met, but exceeded the self-declared goal.  **Conclusions**: The assessment result suggest there is good alignment between the core course learning outcomes and the program learning outcome. In terms of actions for program improvement, faculty who teach courses in the certificate program need to update their course learning objectives and course assignments to reflect the latest program learning objectives starting next academic year.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The Gradaute Program Committee will discuss to identify the most appropriate elective course for assessment purposes. The course instructor will then be consulted to select the most appropriate student artifiact and the the program will be assessed using the same process. | | | | | |

**Table

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| **CURRICULUM MAP TEMPLATE** | | | |  |  |  |
|  |  |  | |  |  |  |
| **Program name:** | Communicating in Organizations Graduate Certificate Program (#0471) | | | |  |  |
| **Department:** | Communication | | | |  |  |
| **College:** | PCAL | | | |  |  |
| **Contact person:** | Dr. Jieyoung Kong | | | |  |  |
| **Email:** | [Jieyoung.Kong@wku.edu](mailto:Jieyoung.Kong@wku.edu) | | | |  |  |
| **KEY:** I = Introduced R = Reinforced/Developed M = Mastered A = Assessed | | | **Learning Outcomes:** LO1: Identifies and analyzes communication challenges in organizational life. LO2: Applies communication theories, principles, and/or research to construct practical recommendations. LO3: Evaluates and/or develops messages/strategies that affect organizational outcomes. | | | | |
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|  |  |  | | **Learning Outcomes** | | |
| **Course Subject** | **Number** | **Course Title** | | **LO1:** | **LO2:** | **LO3:** |
| ***(Restricted Electives: Communication Strategies)*** |  |  | |  |  |  |
| COMM | 528 | Communication in the Nonprofit Sector | | I/R/M | I/R/M | I/R/M |
| COMM | 561 | Multinational Organizational Communication | | I/R/A | I/R/A | I/R/A |
| COMM | 564 | Crisis Communication | | I/R/M | I/R/M | I/R/M |
| COMM | 571 | Organizational Communication in the Digital Age | | I/R/A | I/R/A | I/R/A |
| COMM | 581 | Applied Organizational Communication | | I/R/A | I/R/A | I/R/A |
| COMM | 586 | Process of Group Communication | | I/R | I/R | I/R |
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| ***(Restricted Electives: Communication Contexts)*** |  |  | |  |  |  |
| COMM | 523 | Health Communication | | I/R | I/R | I/R |
| COMM | 553 | Health Communication Campaigns | | I/R | I/R/M | I/R |
| COMM | 566 | Corporate & Organizational Advocacy | | I/R/M | I/R/M | I/R/M |
| COMM | 568 | Communication and Organizational Identification | | I/R/M | I/R/M | I/R/M |
| COMM | 578 | Seminar in Interpersonal Communication | | I/R | I/R/M | I/R |
| COMM | 590 | Intercultural Communication | | I/R | I/R/M | I/R |