Texas A&M International University
Annual Institutional Effectiveness Review (AIER)

Date Submitted   01-25-07

Assessment Period Covered (2006)

Academic Program/AES Unit Bachelor of Arts with a Major in Communication (BA)

Person(s) Preparing Review   Dr. Lynda Brown

Provide summary of the last cycle's use of results and changes implemented
Given the small size of the program and generally meeting our assessment objectives since 2002, no curricular changes were made. Also, little data were collected during the transition period. Because faculty think that any improvements can occur only by observations over time, no major programmatic changes were made in the last cycle.

Section I: Planning and Implementation

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society … Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program or Administrative/Educational Support Unit Mission

In unison with the institutional mission, this Department is dedicated to the promotion of intellectual and personal growth in students, with an emphasis on endowing them with flexibility to adapt to the ever-changing social, professional, economic, cultural, and political environments ushered in by this era of rapid technological change, information proliferation, and global interdependence. To achieve these aims, the Department is committed to the retention of a productive, professionally diverse and highly competent faculty involved in a wide range of academic endeavors.

Identify outcomes and the relationship to Strategic Plan

Outcome 1   ☐ **Is this outcome related to writing (QEP)?**
Graduates will demonstrate communicative competence in public and social contexts.

Identify Strategic Plan Goal related to Outcome 1
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

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Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

Identify methods of assessment to be used

The Communication Competence Survey is a self-report version of a widely used communication instrument endorsed by NCA (National Communication Association).

Indicate when assessment will take place
Spring

Criteria/Benchmark
At least 85% of the students will score at or above 144 (out of a possible 180). The mean score should be at or above 155.

Outcome 2 ☒ **Is this outcome related to writing (QEP)?**
Graduates will produce a portfolio consistent with professional standards.

Identify Strategic Plan Goal related to Outcome 2
Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2
Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

Identify methods of assessment to be used
Graduates will produce an electronic portfolio culled from their coursework within the program. This portfolio will be assessed by a team of at least 3 professors based on a departmentally developed rubric.

Indicate when assessment will take place
Annual

Criteria/Benchmark
At least 85% of the portfolios will have an average score at or above 2 (1=not satisfactory, 2=satisfactory, 3=good) -- based on the following criteria: 1)technical competence appropriate to entry-level professional skills; 2)creativity; and 3) writing competence.

Outcome 3 ☒ **Is this outcome related to writing (QEP)?**
Graduates will successfully write an essay that demonstrates their theoretical knowledge, research and writing skills while analyzing a practical topic or professional problem.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3
Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

Identify methods of assessment to be used
(1) Students will submit an essay as part of their work in the capstone course, COMM 4360 -- Communication Theory and Practice. An essay will count as demonstrating the desired outcome if the average score on each of the following criteria is 2 or higher (1=not satisfactory, 2=satisfactory, 3=good): (a) the essay cogently describes a particular topic or problem, (b) identifies, analyzes and synthesizes communication theory to illuminate understanding of the topic/problem, and (c)demonstrates cogent writing skills.
(2) Once a year, a committee consisting of at least two communication professors will evaluate the degree to which the essays written by seniors accomplish the identified objective.

Indicate when assessment will take place
Spring

Criteria/Benchmark
The program will consider the outcome successfully achieved if 85% of the students in each year's class submit an essay deemed satisfactory.

When (term/date) was assessment conducted?
Outcome 1
none

Outcome 2
Spring and Fall 2006

Outcome 3
Spring 2006

What were the results attained (raw data)?
Outcome 1
No data.

Outcome 2
Student 1: Average Mean= 2.33; Student 2: Average Mean= 3; Student 3: Average Mean= 2.33; Student 4: Average Mean= 2.66. Average score of all graduate portfolios= 2.58 which is satisfactory +.

Outcome 3
There were nine student papers evaluated. Each student paper was evaluated according to departmental rubric. The assessment team then average the scores for each paper for a final score.
Paper 1= 1.22; Paper 2=1.77; Paper3= 1.44; Paper 4= 1.33; Paper 5= 2.66; Paper 6 = 1.44; Paper 7=1.66; Paper 8= 2.1; Paper 9= 2.11.
AVERAGE SCORE= 1.747
RESULTS OF ASSESSMENT= <2; BELOW SATISFACTORY

Who (specify names) conducted analysis of data?
Outcome 1
This instrument was not administered as there were no graduates in this class for the assessment year.

Outcome 2
The communication degree committee (Dr. Lynda Brown, Professor Lisa Flores, and Professor Marcela Moran)

Outcome 3
The communication degree committee (Dr. Lynda Brown, Professor Lisa Flores, and Professor Marcela Moran)

Communication Degree Committee

MINUTES

Wednesday, Jan. 23th at 2:30p.m. in Language & Literature Conference Room

Members Present: Dr. Lynda Brown, Ms. Marcela Moran, Ms. Lisa Flores,
Invited representative: Dr. Sean Chadwell and Dr. Randy Brown

Members Absent: none

Agenda:

Review data supporting the outcomes for the 2006 AIERE report.

Discussion:

Outcome 1 was not applicable as there were no graduates to measure.
Outcome 2 was satisfactory.
Outcome 3 was below satisfactory.

The committee voiced the following concerns and observations:

Future recommendations of the Communication Degree Committee are to evaluate all students who are taking COMM 4350 even if they are not anticipating graduation in the evaluation year. Rationale being that seniors who are taking internship of communication theory and practice have completed the majority of their communication classes and have acquired skills that closely approximate those of a graduate.

Criteria for assessment Outcomes need to be kept the same for next year (except for the classes noted above) as the sample sizes were too small to make any determinations about changes to the program.

It was noted that for Outcome 2 students need more intensive work in writing papers and writing style (including grammar and sentence structure). Students also need to improve their research papers ' format. This can be done at some level in all our communication courses.

Meeting adjourned at 2:50p.

NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.

Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?

Outcome 1
☐ Met   ☒ Not Met
Provide narrative:

None of the students in the COMM 4350 class graduated in 2006. This course is being moved to a spring term cylce and will not be taught again until Spring 2008. Therefore students were advised to take this class last fall 2006 if they anticipate graduating before Spring 2006.
The Communicative Commpetence Survey was not administered as there were no students who would qualify for the "graduate" requirement of the assessment.

Future recommendations of the Communication Degree Committee is to evaluate all students who are taking COMM 4350 even if they are not anticipating graduation in the evaluation year. Rationale being that seniors who are taking internship of communication theory and practice have completed the majority of their communication classes and have acquired skills that closely approxiamte those of a graduate. In addition, this committee recommends distributing this insturment to all students in the senior year Internship class (COMM 4350) in Spring 2008 and in the senior capstone class (COMM 4360) Fall 2007 as COMM 4350 will not be taught in the next evaluation year.

Outcome 2
☒ Met   ☐ Not Met
Provide narrative:

The communication degree committee (Dr. Lynda Brown, Professor Lisa Flores, and Professor Marcela Moran) evaluated 4 graduate portfolios (3 electronic and 1 written) and determined that 100% of the graduate portfolios were above a 2(satisfactory).
The committee recommends retaining the method of assessment as the sample size of graduates was too small to make any changes to the assessment's measures.

Outcome 3
☐ Met   ☒ Not Met
Provide narrative: Students need more intensive work in writing papers and writing style (including grammar and sentence structure). Students also need to improve their formatting for research papers. This can be done at some level in all our communication courses. Classes that

are more focused on this agenda include: Methods of Inquiry, Organizational Communication, and Communication Theory.

How have these data-based changes improved your program/unit?
Since the sample sizes were too small, the communication degree committee did not notice any marked improvements in programtic output data.

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? ☒ Yes ☐ No

If so, specify the effect(s) using the chart below:

Funding	Physical	Other
☒ New resources required	☒ New or reallocated space	☒ Primarily faculty/staff time
☐ Reallocation of current funds		☐ University rule/procedure change only
		☐ Other: Enter text here

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

Our department's strategic plan is to provide students with the academics and hands-on experience in different Applied Communication areas so that they may be more employable upon graduation especially those who plan to stay in the Laredo area.

Specifically, outcome 2 requires graduates to submit an electronic portfolio for evaluation using a department rubric that was developed through consideration of professional standards. TAMIU's communication degree program is moving more towards Applied Communication. Our students are taking classes in media production, public relations, advertising, and media writing. We would like to add broadcast journalism including TV and radio reporting, broadcast news, radio news and production, and integrated marketing communications. Most of these classes and the ones that we are currently teaching need or would be greatly enhanced by teaching in a TV studio, having a separate room for video editing, and another small room as an audio booth. For this to be realized we will need some more equipment (which can be modest to start out with) and a broadcast engineer to design and wire the existing TV studio space (CH 201).

Also, in order to move the program to the next level we need a Speech Instructor to help teach the vast amount of SPCH 1311 Fundamentals of Public Speaking sections need to fulfill the University's core requirements. These classes are soley taught by Communication faculty and adjuncts and consequently take Communication faculty course time that could be used to offer major courses. We have been asking for a Speech Instructor to help teach speech.

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): Outcome 2& 3: The committee recommends retaining the method of assessment as the sample size of graduates was too small to make any changes to the assessment's measures.
New Outcome(s) – (List outcomes below): none

Modification of present outcome(s) – (Indicate reason for modification):
Outcome 1: evaluate all students who are taking COMM 4350 even if they are not anticipating graduation in the evaluation year. Rationale being that seniors who are taking internship of communication theory and practice have completed the majority of their communication classes and have acquired skills that closely approxiamte those of a graduate. In addition, this committee recommends distributing this insturment to all students in the senior year Internship class (COMM 4350) in Spring 2008 and in the senior capstone class (COMM 4360) Fall 2007 as COMM 4350 will not be taught in the next evaluation year.

**** This section to be completed by dean/director/vice-president ****

<u>Are resources requested a priority for the academic program/AES unit?</u>
☐ **Yes** ☐ **No**
Comments:
Enter text here

<u>If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?</u>
Enter text here