

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted 1/29/2008 - (2007 Report)

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

Based on the Office of Institutional Research, the communication program has nearly doubled since fall 2002. In order to accommodate a new applied communication focus, the curriculum has been rearranged to feature the communication internship course as the culmination of the program. This eventually will result in more senior student portfolios for AIER evaluation. In addition, in order to improve the quality of writing in the senior thesis papers. Students are advised to take Methods of Inquiry as one of their first course. This course focuses on how to do communication research and write a research paper.

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

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

Fall

Criteria/Benchmark

At least 85% of the students will score at or above 80 (out of a possible 100). The median score should be at or above 85.

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

Spring

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. Assessment will be done through the University QEP Analytical Rubric, where 4=Exceptional; 3= Better Than Avg.; 2=Average; 1= Poor Pass; and 0=Failing. An essay will count as demonstrating the desired outcome if the average score on each of the following criteria is 2 or higher.

(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.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

fall

Outcome 2

spring

Outcome 3

fall

What were the results attained (raw data)?

Outcome 1

Self-Perceive Communication Competence Scale Participant Scores

Median score= 85.41

Average score= 84.68

9 out of 13 which is 82% instead of the minimum 85% scored above 80 (out of a possible 100)

Borderline results; unsatisfactory

Outcome 2

Five senior portfolios were evaluated; Average= 2.73 which is above the minimum outcome level of 2;

overall result is satisfactory.

Outcome 3

Senior papers were evaluated according to the University QEP analytical rubric

Average score= 2.61; which is above the minimum 2

overall result= satisfactory

Who (specify names) conducted analysis of data?

Outcome 1

Lynda Brown

Outcome 2

Lynda Brown, Sean Chadwell, and Marcela Moran

Outcome 3

Lynda Brown and Marcela Moran

When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamiu.edu (Please use Minutes Template located on the [Project INTEGRATE web page.](#))

Communication Degree Committee

MINUTES

Wednesday, Jan. 30th at 12:30p.m. in Language & Literature Conference Room

Members Present: Dr. Lynda Brown, Ms. Marcela Moran,
Dr. Sean Chadwell

Members Absent: none

Agenda:

Review data supporting the outcomes for the 2007 AIERE report.

Discussion:

Outcome 1 was borderline; .41 above minimum threshold

Outcome 2 was satisfactory.

Outcome 3 was 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. Those graduating students who use their production work for their professional portfolio need to include their written work (scripts and treatments). These production portfolios also need to be done in English for group assessment.

Criteria for assessment for professional portfolios need to change from a three-point scale to a five- point scale for greater distinction between portfolios. This rating scale would then be: 5=excellent, 4=good, 3=fair, 2=poor, and 1=very poor. The minimum acceptable outcome will change from 2 to 3 with the adapted scale.

Even though Outcome 2 was satisfactory, students still 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 1:20p.

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:

This outcome is borderline. Since the sample size is small coupled with a small degree of variance, the program committee has decided to look closely at this again next year.

Outcome 2

Met Not Met

Provide narrative: Assessed portfolios were above satisfactory and encompassed a wide range of areas including a public relations project, an internship working for the TAMIU public relations and marketing department, and two student video portfolios.

Outcome 3

Met Not Met

Provide narrative: Student papers were on the whole of a better quality this year and the average of scores was above minimum threshold. Some papers as to be expected were much better than others and because writing is crucial to the communication discipline, this committee suggests that writing continues to be a major focus in all communication classes.

How have these data-based changes improved your program/unit?

Last year's report detailed that the communication degree program needed funding for production equipment. We recently completed our Audio Booth which the students demonstrated at their Open House last November. The additional new equipment created excitement for the growing communication major.

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
<input checked="" type="checkbox"/> New resources required	<input checked="" type="checkbox"/> New or reallocated space	<input checked="" type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: Enter text here

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

Our program'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. We need more editing equipment as we only have 5 old computers using outdated software that are working. Ideally, we could use a separate room for video editing with at least 10 new MACS and Protool editing software. Our audio booth was complete at the end this year and is still in need of a MAC for audio editing. For teaching broadcast journalism, 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 needed to fulfill the University's core requirements. These classes are solely taught by communication faculty and adjuncts and consequently take communication faculty course time that could be used to offer major courses. We have a speech instructor this year and has been a tremendous resource. We would like to see this be a resource for next year.

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): yes, assessing what we need to assess
New Outcome(s) – (List outcomes below):

Modification of present outcome(s) – (Indicate reason for modification):

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

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

Enter text here

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?

Enter text here

Filename: EED70DAC
Directory: C:\Documents and Settings\veronica\Local Settings\Temporary
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Template: C:\Documents and Settings\veronica\Application
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Title: Texas A&M International University
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Last Saved By: veronica
Total Editing Time: 12 Minutes
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As of Last Complete Printing
Number of Pages: 8
Number of Words: 2,111 (approx.)
Number of Characters: 11,865 (approx.)