Since preparing the 2014 Assessment Plan currently on file, the Communication Studies program has experienced significant staffing and curriculum changes. Due to these unforeseen changes, parts of the assessment process were untenable or did not yield the kind of data we anticipated. The 2014 Plan, therefore, is unrealistic in its breadth and number of elements to be assessed and could not be fully carried out. Given the circumstances, this report notes the areas and instances where accurate assessment could not be completed. We will address these issues in the 2017 Plan by focusing and rewriting a number of plan elements to achieve a more accurate, less cumbersome assessment process.

Section 1 - Assessment Activities in Report Cycle

Dates of Assessment Report Cycle
This report addresses assessment activities from September 2014 through August 2017.

Program Learning Outcomes
During this report cycle, we revised the learning outcomes to adjust to curriculum changes and to better align with the language of HLC best practices. This report is based on the outcomes as written in 2014. The revised outcomes and descriptions can be found at the end of Section 1 in this report.

1. **Effectively collaborate with others.** In completing this goal, students are able to demonstrate that they understand and can exemplify the ability to work in teams. This goal is measured in a number of classes, examining how students interact during group assignments and/or having students examine/analyze case studies and other examples of collaborative interaction.

2. **Be innovative, strategic, and effective communicators.** Students who successfully complete this goal are able to communicate effectively in a variety of situations and in a variety of ways. They understand not only effective public speaking skills, but also understand how contexts can influence communication. Further, they understand not only how to effectively communicate in various situations (example - able to communicate effectively with technology), but also understand the implications these contexts (such as technology) have for how communication happens. These concepts are explored in the classroom as students analyze the relationship between their communication options/choices and the various contexts within which communication occurs.

3. **Comprehend communication literacy.** Successfully completing this goal means that students understand communication principles and theories, and recognize how they apply to human interaction. These are measured in the classroom as students apply theories to case studies and to their own individual research.
4. **Communicate ethically.** In communication, there is no ability to “unring the bell” so to speak. Communication can never, truly, be “taken back.” Through this goal students demonstrate that they understand the ethical implications involved in all aspects of communication. This includes the ethics of inclusivity. Students demonstrate these skills in classes as they analyze the ethical implications of various situations, as well as analyzing the ethical implications of their own communication through self-reflection.

5. **Complete individual research.** Through the core of communication classes our majors are required to take, students are led through the research process of creating a literature review, understanding research methodologies and understanding the process of completing and writing up research. This is measured through the scaffolded learning and application of necessary aspects of this process, which are completed in the courses, as well as the final capstone research project.

We found that the reduction of tenure-track faculty and the excessive number of course preps and overloads it demanded made the measurement of each goal across multiple classes unrealistic. For this report we are including the data from our Senior Survey (taken each semester from spring 2013 thru spring 2017) to specifically address each of the Learning Outcomes for the Communication Studies program. The results are listed in Section 2 of the report.

**Engagement with Internal and External Stakeholders Regarding Assessment**

The internal stakeholders for the Communication Studies program during the report cycle were the students enrolled in the program, Department faculty and staff, and the College of Arts and Sciences. Students were engaged in assessment when they completed assignments linked to learning outcomes and during their final year in the program when they completed the Senior Survey. All faculty were involved in the assessment process by administering and collecting all rubrics, scores, feedback, etc. Given the reduction in tenure-track faculty, an assessment coordinator was not assigned. The program assistant for the Communication and Media Studies department acted as the safeholder of all these documents for perusal by any faculty member. As needed throughout the report cycle, faculty engaged with CAS leadership and participated in workshops for developing appropriate ongoing assessment strategies.

External stakeholders for the program include the companies who employ our graduates, the regional business community, and the Communication Studies profession. We engaged these stakeholders each semester by holding Alumni Roundtables, hosting guest speakers from industry and inviting speakers from graduate schools. We are currently in the process of collecting data from regional businesses and graduate programs and will report the findings in our 5-year report.

**Assessment Activities Related to Out-of-Classroom Learning**

During this report cycle, all Communication Studies majors were required to participate in an Internship (COMS 379) or Independent Study (COMS 499). For COMS 379, students applied classroom learning directly in a workplace context through internships with regional business
and organizations. Students also established personal learning goals to accomplish during the work experience. Student learning was assessed through a paper explaining how communication knowledge and skills were applied in the workplace setting. Also, we instituted an internship supervisor assessment survey and will report the findings in our 5-year report. For COMS 499, students worked individually with a faculty member to design a more personalized learning project. Projects were accepted only after specific learning outcomes, as well as a detailed assessment of those outcomes, were established. Independent Studies were assessed on an individual basis as determined by the participating student and faculty member.

**Curriculum and Assessment Changes in Report Cycle**

This is the end of year 3 in the assessment cycle; therefore, we are submitting this plan now; however, during this cycle we have implemented changes to our assessment plan (see below). We also have made one major change in the curriculum which was recently approved. We have replaced COMS 386 in the core with COMS 308. COMS 386 is our Research Methods class, and COMS 308 is the Small Group Communication course. With feedback from alumni and from students who had taken both courses, we realized that COMS 308 is more beneficial than the research methods class for every student to take since the principle objective of COMS 308 is the development of collaborative communication skills. This objective meets COMS learning outcome "Students will demonstrate effective collaboration with others." To ensure that all of our majors are able to demonstrate this skill upon graduation, we now require it as a core course in our curriculum. COMS 308 has replaced the COMS 386 core course, which currently is not offered on a regular basis in our curriculum.

Changes to Learning Outcomes and assessment (2014 outcomes for goal 2, 3, and 5 are in italics):

1. **Effectively collaborate with others.** In completing this goal, students are able to demonstrate that they understand and can exemplify the ability to work in teams. This goal is measured in our Small Group Communication class (COMS 308).

2. **Be innovative, strategic, and effective communicators and intentional communicators adaptable to changing environments.** Be innovative, strategic and effective communicators. Students who successfully complete this goal are able to communicate effectively in a variety of situations and in a variety of ways. Students understand not only effective public speaking skills, but also how contexts can influence communication. Further, they demonstrate how to effectively communicate in a variety of situations (example - able to communicate effectively with technology). This goal is evaluated in our Senior Capstone class (COMS 486) through a variety of assignments.

3. **Comprehend and critically analyze research.** Comprehend communication literacy. Successfully completing this goal means that students understand communication principles and theories, and recognize how they apply to human interaction. These are measured in our Introduction to Communication Studies course (COMS 286).
4. **Communicate ethically.** In communication, there is no ability to “unring the bell” so to speak. Communication can never, truly, be “taken back.” Through this goal students demonstrate that they understand the ethical implications involved in all aspects of communication. Students demonstrate these skills in our Interpersonal Communication (COMS 106) class through an assignment that analyzes the ethical implications of various situations and assesses the ethical implications of the students’ own communication through self-reflection.

5. **Apply communication theory and research outside the classroom.** Complete individual research. Unless theory is connected to students’ everyday experiences, the learning will remain in the classroom and be lost after graduation. Our internship and independent study courses (COMS 379;COMS 499) require that students elaborate on how they apply concepts and theories learned in their communication courses to their work. Emphasizing this connection encourages students to use their knowledge well past graduation.

**How Learning Outcomes Link to UWRF Strategic Goals**

Given the cycle of this report, the links to the Strategic Goals are based on the 2014 Learning Outcomes. The 5-year report will reflect the revised Learning Outcomes as listed above.

**Global** - Students graduate with an informed global perspective:

*Learning Outcome 1* - Effectively collaborate with others: Students are skilled in self-awareness and recognizing perceptual differences, both of which are critical to communicating effectively across cultural contexts. The ability to understand people from different cultural backgrounds is essential to developing a more global perspective and collaborating internationally. To meet this goal, nearly 100% of our majors/minors took COMS 213: Intercultural Communication and many were encouraged to participate in a study abroad experience. Also, university sponsored workshops and global-oriented campus events, such as the “Year of…” initiative, were incorporated into the curriculum of many COMS courses wherever applicable.

*Learning Outcome 2* - Be innovative, strategic, and effective communicators. One size does not fit all in the vastly interconnected world we live in. Students have the ability to effectively adapt their communication to the situation, the people involved, and the channels available. These skills are vital to successfully engaging others on a more global scale. In addition to incorporating campus events that broaden student perspective (as stated above), many COMS courses adopted an active learning approach that not only tapped into more innovative teaching and learning but also modeled a variety of communication modes and technologies students are increasingly experiencing in both the workplace and their personal lives.

*Learning Outcome 4* - Communicate ethically. Given the cultural variations in what is valued around the world, students learn the importance of empathy and ethnorelativism when communicating with others. This ethical approach to communicating allows for a more open
and accepting perspective of other cultures. To that end, students were encouraged (through extra credit or class assignments) to actively participate in University programming whenever offered, such as the Peer Empowerment and Community Education (PEACE) programs and Talking Circles conducted by Student Life.

Innovative - research and scholarly activity:

Learning Outcome 5 - Complete individual research. The COMS curriculum as a whole invites students to raise questions, identify gaps in knowledge and actively pursue the answers. Research-based problem solving skills, as well as knowing how to communicate the knowledge gained, enables our students to respond in innovative ways to a variety of challenges in their future. While we no longer offer the research methods course for reasons explained earlier, assignments in multiple courses such as COMS 213, 286, 306, and 486 have resulted in student projects being presented at URSCA.

Distinctive Excellence - foster an inclusive, challenging, learner-centered environment:

Learning Outcome 3 - Comprehend communication literacy and Learning Outcome 5 - Complete individual research. Students graduate with a strong theoretical foundation in Communication Studies. This academic base is strengthened and made relevant both in their coursework, research projects, and internship experiences. Students were encouraged to challenge themselves through collaborating with faculty on research projects and contributing where applicable in the broader community.

Status of Action Plans in Previous Assessment Report
The Action Plans from the previous report are written in italics.

- **Faculty members teaching a course that is part of the assessment process will prepare an assessment report each semester the course is offered. The report will summarize the artifact(s) used to measure the learning outcomes addressed in assessment and present findings. These reports are submitted electronically to the program chair and to the department program assistant no later than January 31st (fall numbers) and June 1st (spring numbers) of each year. Reports will be made available to all faculty members via Falcon Share.** Data has been collected, and we met to discuss and address the findings, which resulted in changes to how assessment materials are collected (as explained earlier in this report). Given the

- **No later than August 24th of each year, the Assessment Coordinator will prepare an aggregate report of performance based on the various reports submitted by faculty teaching courses in the program. The report will be shared with all faculty and will be part of the material used at the annual assessment meeting. The full report will be housed on Falcon Share and made available to all faculty members.** Data was collected and we met to discuss and address the findings, which resulted in changes to how assessment materials are collected (as explained earlier in this report). Given the
changes, a formal report has not been written. Beginning fall 2018 we will have a 3rd tenure-track faculty member and our department will be in a better position to satisfy this action plan.

- **The COMS faculty will hold an assessment meeting during Opening Week of UWRF each August. At this meeting faculty will review the status of action plans from the prior year’s retreat. The central focus will be for faculty to discuss the assessment findings and recommendations from the prior year, as well as the data (through both direct and indirect assessments) gathered in the assessment process.** This has been done each year; however, we have not produced a written report. Beginning fall 2018 we will have a 3rd tenure-track faculty member and our department will be in a better position to satisfy this action plan.

- **Based on this data, the faculty will identify areas of strength and areas that need improvement.** This was done and resulted in the curriculum change that replaced COMS 386 with COMS 308 in the core curriculum.

- **By the end of 2013/2014, the program will include the assessment plan on the webpage, available to all stakeholders:** The Communication and Media Studies Department was created during the 3-year cycle of this report. We are in the process of restructuring our webpage to accommodate the changes this incurred. The new webpage will be completed by the end of summer 2018 and will include a summary of key assessment result findings and actions taken as a result of those findings. This page will also include an explanatory briefing of the information, as well as copies of all rubric, surveys and other tools used to gather assessment information. We’re at year 3 of the 6-year cycle.

- **A complete review of the program is completed every six years in this manner:**
  - **Years 1-3:** Data is gathered as stated throughout the assessment plan. Each summer the tenured/tenure-track faculty will meet to review the data from the immediate past year and make comparisons to data gathered previous years. As stated earlier in this report, we were not able to gather all data as established in the previous plan. Faculty did meet each summer to review data that was collected and comparisons and adjustments were made in accordance with ongoing curriculum changes.
  - **Year 4:** The alumni group and the internship employers group will meet with the tenured/tenure-track faculty to go over the data and brainstorm about how to make improvements. The alumni group has been meeting with faculty and students each semester of this report cycle and the final one for this cycle will be in late spring 2018. Faculty have regularly used what was learned in these meetings to improve teaching strategies and the overall curriculum (i.e. the switch to COMS 308 as a core class). While the internship employer group is not yet formed, we have instituted an internship supervisor survey and will report on the results in the 5-year report.
  - **Year 5:** The tenured/tenure-track faculty will design curricular changes for the program as a whole, as well as changes in individual courses based on gathered assessment data. Although this report only goes to year 3, we already have begun making curricular changes due to assessment data identifying a lack of consistency in outcomes related to group processes and collaboration (i.e. making COMS 308 a core class).
  - **Year 6:** The Assessment Coordinator for COMS will submit curricular changes through
the appropriate college/university committees for approval. This has been done on an ongoing basis as changes are developed.

Section 2 - Assessment Activity Results

Direct Assessment Results

Senior Assessment Exam:
Each of the learning outcomes were directly assessed through the Senior Assessment Exam. The exam was taken by students in their senior year during the COMS 486 Capstone course, which is offered every fall and spring semester. What follows is a list of the exam questions that were asked each semester from fall 2014 thru spring 2017. In this timeframe, we found general consistency across the students’ answers. At least 75% of the responses were fully developed, addressed the required components of the question, and demonstrated clear knowledge of communication studies principles and their applications (the exams were reviewed and assessed by the two tenured/tenure-track faculty in the department). We do not provide statistical data for each question because it is a handwritten essay exam, and we quickly realized it would be unwieldy to quantify the responses. The one question that has shown a decline in response detail among some students is #5. This change coincides with dropping the research methods course from our curriculum.

In fall 2017, students began taking a multiple choice exam of these principles and concepts. We’ve determined this will be a more useful summative measurement tool for the next Assessment Report. Also in 2017 we began administering the same multiple choice exam to our incoming majors in the Introduction to Communication Studies course. This new approach will allow for better comparative measures of student progress.

Senior Assessment Exam Questions:

1. Explain what it means to collaborate with others from a communication perspective. Using group projects or activities you’ve been a part of as examples, illustrate what contributes to a successful collaboration and what contributes to an unsuccessful collaboration.
2. Draw and explain in significant detail a model/process of communication. In your explanation, you should define all parts of the model and explain their functions. Illustrate how an effective communicator would take each part of the process into account when engaged in technology-mediated communication. Choose just one technology for your example such as email, skype, texting or some other technology of your choice.
3. Explain what it means to be an ethical communicator. Describe a communication experience where you faced an ethical dilemma. Outline the conflicting impulses, describe the communication you engaged in, and explain why it was or was not ethical.
4. Name three communication theories. Choose one of them and provide a detailed explanation of this theory, including any strengths and/or critiques of the theory. Discuss a real-life situation where this theory might be especially applicable.

5. Imagine you wanted to answer the following research question: How does loss (in terms of someone’s passing) get communicated on Facebook? Describe the steps you would take to conduct research that would answer the question.

**Senior Capstone Project:**
The Capstone Project (completed in COMS 486) has been revised in the past two years to better accommodate student employment needs upon graduation. In addition, we removed the research study component because the preparatory research methods course was no longer part of the curriculum. Details about the project elements for the Career Research Project can be found in Appendix A.

To receive full points on the project, students must:

➢ Address and fully develop each element required by the project
➢ Follow the assignment guidelines completely -- the submitted project should be a minimum of 16 pages long (excluding the reference page)
➢ Apply and appropriately cite sources used
➢ Write clearly (with minimal to no errors) and use professional language
➢ Submit the papers to D2L by the due date
➢ Create a quality poster of your project and present it during the Capstone Poster Session at the end of the semester

The Career Research Project grades for students in COMS 486 from fall 2014 thru spring 2017 are as follows:

112 students received a score of 90% or higher
10 students received a score between 80 and 89%
4 students received a score between 70 and 79%
4 students received a score of 60% or less

Our Capstone students tend to receive high grades on this assignment because the faculty works closely with each student to ensure success. We frequently meet one-on-one with students to check progress and make suggestions for improvement. As a result, the majority of students produce quality work that meets or exceeds the criteria listed above.

**Senior Capstone Portfolio:**
Shortly after writing the Assessment Plan currently on file, our department reevaluated the usefulness of a professional portfolio. In consultation with Career Services and our alumni, we determined that the practice of creating portfolios was not a productive use of the students’ time. Instead, we require students to create a LinkedIn profile and have more recently instituted a video resume assignment. The 2017 Plan will contain detailed explanations of how these assignments are assessed.
Comprehensive discussion of the direct assessment results/findings by modes of delivery, location, course timeframes - This is not addressed in this report as it is a recent addition to the Assessment Report criteria and was not included in our 2014 Assessment Plan.

Results/Findings from Out of Classroom Experience

Internships and Independent Studies:
All students who completed COMS 379 Internship in Communication Studies from fall 2014 thru spring 2017 wrote a 5 to 7 page paper detailing their internship responsibilities, what they learned, and how it related to the communication courses they took in college. In other words, they reflected on the professional application of their communication skills and knowledge in the workplace. Due to the departmental changes explained at the beginning of the report, we were delayed in instituting the internship sponsor evaluations. In fall 2017, the internship supervisors at companies sponsoring internships began completing an evaluation of the student’s professionalism, work quality, and how effectively they met the organization’s needs. These evaluations will be sent directly to the internship supervisor on site and that person will send the evaluation directly back to the academic advisor for the internship. The evaluation form is presented in Appendix B.

In summer 2018 we will make adjustments to the Internship and Independent Study courses to better align the three programs in the new Communication and Media Studies Department. With additional tenure-track faculty coming on board, we also will begin developing a service learning course that gives students the opportunity to apply their skills through experiences that directly impact the community.

Indirect Student Assessment Results
We found that the reduction of tenure-track faculty and the excessive number of course preps and overloads it demanded made the measurement of each goal across multiple classes unrealistic. Also, the loss of tenure-track faculty during the report cycle resulted in curriculum changes that interfered with assessment of Goal 5. Instead for this report, we are using the data from our Senior Survey (taken each semester from spring 2013 thru spring 2017). The survey specifically addresses the Learning Outcomes for the Communication Studies program. The results are listed in Section 2 of the report.

Student Learning Outcome Feedback Survey:
The following survey obtains an annual snapshot of how effectively graduating students perceive the program’s learning experiences/courses are help them to meet their needs. This survey is taken by graduating seniors the semester that they graduate. The survey includes the questions as listed above in “Learning Outcomes” on the first page.

1. Effectively collaborate with others:
   a. Question Asked: “I am able to collaborate effectively”
      i. Strongly Agree: 58%
ii. Agree: 39%
iii. Slightly Agree: 3%
iv. Slightly Disagree: 0%
v. Disagree: 0%
vi. Strongly Disagree: 0%

2. Be innovative, strategic and effective communicators:
b. Question Asked: "I am able to communicate effectively in a variety of situations and in a variety of ways (i.e. verbal, nonverbal, using communication technologies).
   i. Strongly Agree: 64%
   ii. Agree: 32%
   iii. Slightly Agree: 4%
   iv. Slightly Disagree: 0%
   v. Disagree: 0%
   vi. Strongly Disagree: 0%

3. Comprehend communication literacy:
c. Question Asked: "I understand communication principles and theories and recognize how they apply to human interaction"
   i. Strongly Agree: 23%
   ii. Agree: 49%
   iii. Slightly Agree: 27%
   iv. Slightly Disagree: 1%
   v. Disagree: 0%
   vi. Strongly Disagree: 0%

4. Communicate Ethically:
d. Question Asked: "I practice ethical communication"
   i. Strongly Agree: 57%
   ii. Agree: 38%
   iii. Slightly Agree: 4%
   iv. Slightly Disagree: 1%
   v. Disagree: 0%
   vi. Strongly Disagree: 0%

5. Complete individual research**
e. Question Asked: "I am able to understand the research of others and incorporate it into my work."
   i. Strongly Agree: 58%
   ii. Agree: 32%
   iii. Slightly Agree: 10%
   iv. Slightly Disagree: 0%
   v. Disagree: 0%
vi. Strongly Disagree:0%

** The semester after the plan was written, we were forced to change our curriculum due to the death of a faculty member who was not replaced. Given that only two tenure-track faculty remained in the department, and given the high demands of supervising undergraduate research, we had no choice but to drop the requirement of individual research from the curriculum. We then changed the question to *understanding* research rather than completing it.

**Student Satisfaction Survey:**
Beginning fall 2017, the alumni survey (explained below) is also being given to the students in COMS 486, the Senior Capstone class. We will have this data in our 5-year report.

**Indirect Alumni Assessment Results**

**Alumni Focus Groups:**
This focus group has merged to become the alumni who visit during alumni day. We have instituted a focus group meeting with the alumni during that day. This has taken place three times since we decided on this iteration of the focus groups. We have gathered input on curriculum design, the value of particular classes or assignments, and new ideas for the classroom and/or the department. One of the ideas that has come up in recent years is the creation of a reading list for COMS students. We are in the process of creating that list and procuring a small COMS library of books incorporated on that list that students can borrow.

**Alumni Survey:**
Every three years, the program sends an electronic survey to students who have graduated in the past 5 years. The survey asks about the relevance and effectiveness of the program’s curriculum in preparing them for their entry and current position and/or graduate education, the relevance and effectiveness of the mix of learning experiences in preparing them to be professionals and/or graduate students, what they see as trends in their chosen (or current) profession, and how the program could enhance its curriculum and learning opportunities for students. (See Appendix C). While we have gathered good information from our alumni, we found that we needed to adapt the questions to gather more specific data for next report cycle. In 2017, we began asking our alumni additional questions about their satisfaction with the UWRF Communication Studies program. Their answers are listed in Appendix D. We found that over 80% of alumni surveyed (n=47) gave favorable (*strongly agree or agree*) ratings to the Communication Studies program and faculty.

**Indirect Professional Assessment Results**

**Professional Community Survey:**
This survey (see Appendix B) was re-adapted for internship supervisors, and we only began distributing it in fall 2017.

**Graduate School Survey:**
Section 3 - Action Plans

Program Performance Expectations
As mentioned earlier in this report, the reduction in tenure-track faculty and transition to a new department reduced our capacity to achieve all of the goals identified in the 2014 plan. Despite this, both the direct and indirect assessment results in Section 2 of the report indicate that we are successfully meeting program performance expectations. We will continue to evaluate what is and is not working to ensure that the learning outcomes are met. Recognize an assessment coordinator was not assigned and aggregate reports were not created.

Actions the program will take to maintain/improve learning outcomes

- **Effectively collaborate with others** - We are continuing to expand the number of assignments in our courses that require collaborative communication skills to complete. To assess the development of these skills, we have begun to collect data from COMS 308 that indicates each student’s ability to communicate effectively in teams. Students work in semester-long groups to solve a problem affecting the UWRF community. After the project is complete, students write a detailed reflective paper on how their group developed and what they individually contributed to the collaborative process.

- **Be innovative, strategic, and effective communicators.** We continue to adapt our course offerings to prepare students for changing communication contexts in a changing world. In fall 2018 we are offering COMS 215: Communication & Technology to address how technological advancements are impacting how we communicate with one another. We also will begin development of a course in Corporate Communication to strengthen how we prepare students for professional work experiences.

- **Comprehend and critically analyze research.** While reading and understanding research is central to many of our courses, this outcome is principally achieved in our COMS 286 Introduction to Communication Studies course. With the addition of a new tenure-track faculty member in fall 2018, we plan to offer the COMS 386 Research Methods course on a more regular basis.

- **Communicate ethically.** Ethical communication is central to everything we teach, and we introduce the concept in one of our first required courses, COMS 106 Interpersonal Communication. In this course, students analyze the ethical implications of various situations and assess their own ethical communication through self-reflection. We continue to identify opportunities in our other courses for developing ethical communication skills.

- **Apply communication theory and research outside the classroom.** As already discussed, we are in the process of developing a service learning course and/or service
learning component that challenges students to apply knowledge of theory and research in work that directly impacts the community. We also are making improvements to our Internship and Independent Study courses to strengthen the application piece of the experience.

**Actions Program will take to maintain/improve indirect student, alumni, and professional assessment**
We will continue to maintain and, in the area of professional assessment, strengthen our contact with these stakeholders so they are more likely to participate in on campus events and assessment requests.

**Actions Program will take to enhance learning outcomes and external stakeholder expectations**
As stated earlier, we are revamping COMS 379 and COMS 499 in summer 2018 to enhance student learning and stakeholder expectations.

**Actions Program will take to maintain/enhance assessment process**
With the addition of a new tenure-track faculty member in fall 2018, we'll be in a better position to establish an Assessment Coordinator to oversee assessment expectations and documentation.

**FUCKING HIRE PEOPLE**

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**APPENDIX A**

**Capstone Project Guidelines**

The *Capstone Career Research Project* involves extensive research into a field of work that interests you. The goal is to identify a job you hope to be doing 10 years after graduation and to understand what it takes to get there. In other words, it’s the job you aspire to down the road. The project involves researching what the work entails and how it might be changing in the next decade. Details about what must be completed are below. You can choose to do a different project if you plan to attend graduate school directly after graduation. The second option (located further down) is a more traditional research study and needs to be done in close consultation with a professor. Please notify your Capstone instructor if you’re considering doing the traditional research project.

**Career Research Project**
This project is an in-depth exploration of your expected career track and the work you hope to be doing 10 years from now. The project has three parts that include the following elements:

Part 1: Summary of Two Journal Articles
- Summarize two published articles from trade journals/publications read by working professionals in that field (publications often are listed on the websites of professional organizations). Sample journals are *Talent Development Magazine* if you’re interested in a career in training or HR and *Leadership Exchange Magazine* if you’re interested in a career in Student Affairs. Information posted on a website or blog does not count as a published article, and you must access the original source
- Each summary must be two pages long (double-spaced) and should link to your career aspirations
- Include the full source citation, including page numbers, at the beginning of each summary

Part 2: Informational Interviews with Two Professionals in the Field
- Arrange to meet with two working professionals in the field you plan to enter after graduation. These individuals may or may not be doing the job you aspire to, but they should be knowledgeable about the work and what it takes to succeed. These interviews are a great opportunity to network in an organization you would like to work for one day, so be strategic in who you choose to interview
- Keep in mind that these interviews may result in you changing the job you hope to have in 10 years. For this reason, you should schedule these meetings early and not wait until the last minute
- Summarize the two interviews with a particular focus on what the work is like, what it takes to advance in the field, and any recommendations they give for getting that first job. Each summary must be at least 3 pages long (double-spaced).

Part 3: Analysis of Your Career Trajectory
- Write a detailed description of the job you’d like to have in 10 years. Discuss the steps or progress that needs to be made to get there (i.e. What work experience do you need in order to be qualified for the job or what additional education might you pursue). An explanation of a 10 year job track for achieving your career aspirations (this is informed by the interviews and other relevant sources, be sure to cite any sources used)
- Discuss the current and anticipated trends in the field. What do you see changing or developing over the next five years, what’s on the more distant horizon? Explain how you plan to stay on top of these trends after graduation. Be specific about any resources or professional organizations that will help you in these areas
- Support your talk with a minimum of 6 sources (these can be publications, interviews, presentations you’ve attended, etc.) You may use the two informational interviews and trade journal articles as sources, and all sources must be cited in the paper. The analysis must be at least 6 pages long (double-spaced), and include the references as a separate page following page 6. Use the appropriate MLA or APA style (you choose
which one) for all in-text citations and references.

**Part 4: Poster Presentation**

➢ Create a poster that summarizes the key findings of this project and present it during the Capstone Poster Presentations event scheduled at the end of the semester

➢ You can be creative in your approach to the poster, but it must include the following elements:
  ○ Title emphasizing the principle point of the poster
  ○ Summary of the career trajectory to achieve the position you want
  ○ Summary of future trends
  ○ Key takeaways from the two articles you summarized
  ○ Key takeaways from the two informational interviews
  ○ References used in the research
APPENDIX B

UWRF Communication Studies

Internship Supervisor Evaluation

Work Supervisor:

Organization/Company:

Student Intern:

Internship Role/Title:

Internship start and end date:

1. The student intern consistently met expectations.
   o Yes
   o No – Please explain:

2. The student intern produced quality work that was completed on time.
   o Yes
   o No – Please explain:

3. The student intern demonstrated an appropriate level of workplace professionalism.
   o Yes
   o No - Please explain:

4. I would invite the student intern back if given the opportunity to do this again.
   o Yes
   o No – Please explain:

5. Please offer feedback on how we might continue to improve the quality of the internship experience for our students:
APPENDIX C

Alumni - Graduating Year

Are you currently employed?
47 responses

Classes found most useful

APPENDIX D
1. Overall, I found my communication studies courses valuable and would recommend the Communication Studies program as a major for people making the decision to attend UWRF.
   a. STRONGLY AGREE - 56.52% (26)
   b. AGREE - 28.26% (13)

2. The Communication Studies faculty were available to me outside the classroom.
   a. STRONGLY AGREE - 78.26% (36)
   b. AGREE - 17.39% (8)

3. The Communication Studies faculty were invested in my professional development.
   a. STRONGLY AGREE - 78.26% (36)
   b. AGREE - 13.04% (6)

4. The Communication Studies faculty were invested in my becoming an informed consumer of information
   a. STRONGLY AGREE - 52.17% (24)
   b. AGREE - 32.61% (15)