

2021-2022 Assessment Cycle

## Assessment Findings

### Program Assessment Accomplishments

Our results continue to indicate that our MACNLE students are grasping the key ideas we seek to measure. We have closely monitored outcomes and have revised some course content to hone in on certain concepts, which has resulted in improved scores over the previous year.

### Finding per Measure

#### MA - Communication and Leadership Outcome Set

PSLO 1

**Outcome: Evaluate the assessment, analysis and implementation of resources to achieve strategic organizational leadership within complex systems.**

▼ **Measure:** Strategic Planning and KPI Project  
*Program level Direct - Student Artifact*

Details/Description: Students will submit a Strategic Planning and KPI Project Paper in their LE 620 course.

Acceptable Target: 90% of students will earn a "B" or better on the Strategic Planning and KPI Project Paper Rubric.

Supporting Attachments:

[LE 620 Strategic Planning Case Analysis Rubric \(Adobe Acrobat Document\)](#)

#### Findings for Strategic Planning and KPI Project

Summary of Findings: 100% of students achieved an A on their KPI Project plan assignment in the fall 2021

Results :	semester. Acceptable Target Achievement: Exceeded
Recommendations:	100% achievement is wonderful, but it may be time to revisit the standard to ascertain if it remains useful. As this course is going to be taught by a new faculty member in the coming year, we will re-consider adjusting the standard.
Reflections/Notes:	All assessment data will be presented for consideration by the graduate faculty at our fall meeting.

PSLO 2

**Outcome: Critique actions recognizing values and ethics within systems.**

▼ **Measure:** Cultural Intelligence Reflection  
*Program level Direct - Student Artifact*

Details/Description: All students will submit a Cultural Intelligence Reflection Paper in their LE 640 course.

Acceptable Target: 90% of students will earn a "B" or better on the Cultural Intelligence Reflection Paper rubric.

Supporting Attachments:

📎 LE 640 Cultural Intelligence Rubric (Microsoft Word)

Findings for Cultural Intelligence Reflection

Summary of Findings: 100% of students earned a B or better on

their Cultural Intelligence Reflection assignment.

Results :	Acceptable Target Achievement: Exceeded
Recommendations:	No specific recommendations at this time.
Reflections/Notes:	All assessment data will be presented for consideration by the graduate faculty at our fall meeting.

### PSLO 3

**Outcome: Assess policy and organizational/community improvements at the local/global level.**

▼ **Measure:** Public Policy Analysis Paper  
*Program level Direct - Student Artifact*

Details/Description:	All students will submit a Public Policy Analysis Paper in their LE 640 course.
Acceptable Target:	80% or more of students will earn a "B" or better on the Public Policy Analysis Paper rubric.

Supporting Attachments:

[📎 LE 640 Policy Analysis Rubric \(Word Document \(Open XML\)\)](#)

#### Findings for Public Policy Analysis Paper

Summary of Findings:	100% of students earned a B or better on their Public Policy Analysis Paper.
Results :	Acceptable Target Achievement: Exceeded

Recommendations:	No specific recommendations at this time.
Reflections/Notes:	All assessment data will be presented for consideration by the graduate faculty at our fall meeting.

#### PSLO 4

**Outcome: Analyze problems/opportunities for organizational/community improvement at the personal, local/global level.**

▼ **Measure:** Final Capstone Paper Assignment  
*Program level Direct - Student Artifact*

Details/Description:	All students are required to construct a final research paper that accompanies their Capstone project in CN/LE 698.
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Acceptable Target:	90% of students will earn a "B" or better on the Final Capstone Paper rubric.
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#### Supporting Attachments:

[CN-LE 698 Final Paper Rubric \(Microsoft Word\)](#)

#### Findings for Final Capstone Paper Assignment

Summary of Findings:	100% of students earned a B or better on their CN 698 Final Project.
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Results :	Acceptable Target Achievement: Met
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Recommendations:	The individual rubrics and assignment descriptions for this course need to be overhauled to make more sense for program
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Reflections/Notes:

needs, but overall, this overhaul should not impact the student's ability to succeed on this assessment outcome other than making the assignment clearer to follow.

All assessment data will be presented for consideration by the graduate faculty at our fall meeting. Furthermore, the faculty will be asked to approve all changes to the assignment description and rubric for the 698 projects.

PSLO 5

**Outcome: Analyze communication processes.**

▼ **Measure:** Case Study Analysis Paper  
*Program level Direct - Student Artifact*

**Details/Description:** All students are required to submit a Case Study Analysis Paper in their CN 642 course.

**Acceptable Target:** 90% of students will earn a "B" or better on the Case Study Analysis Paper rubric.

**Supporting Attachments:**

 CN 642 Case Study Rubric (Word Document (Open XML))

**Findings for Case Study Analysis Paper**

**Summary of Findings:** 90% of students were able to earn a B or better on their Case Study Analysis Paper.

Results :

Acceptable Target Achievement: Met

Recommendations:

A new faculty member will be teaching this beginning in spring 2023, so we will be asking him to review and evaluate the success of this measure and mechanism. We will hope to have his insights in time for our fall 2023 meeting.

Reflections/Notes:

We will revisit this outcome for potential changes in 2023, but for now, we will simply share the data with faculty in the fall.

### Overall Recommendations

The results above suggest that our students are learning the core outcomes we set forth for the program. Having said that, we are entering a time of great transition for the program. 3 faculty who have taught key courses are leaving/retiring, and so there will be a bit of reassessment of how we do things, including discussing our assessment outcomes and mechanisms. This will be an ongoing process until we find stable faculty to teach these classes, but we welcome any suggestions from the Assessment committee for things to consider given our previous reports.

### Overall Reflection

Faculty continue to report data dutifully and have found the process for doing so relatively straight-forward. Not altering the process for collecting and reporting assessment data in the future, then, should remain as stable and accessible as possible to ensure continued faculty buy-in.

### Faculty Collaboration

Faculty collaboration is difficult given the nature of our graduate program. We are made up of faculty from the

Leadership Institute, Communication Studies department, and a variety of adjuncts. Each person who teaches with us teaches only one class and they are (or at least have been) the only ones who teach that specific class. We have attempted to standardize some aspects of teaching in our program (use of Zoom, the nature of discussion boards, the use of APA style, etc.), but going beyond surface-level ideas is worrisome in order to preserve academic freedom. Given all of the above, we would welcome suggestions on how to institute greater collaboration beyond simply sharing assessment results and discussing measures at annual meetings.

### **Communication & Collaboration with Students**

Program outcomes and rubrics are shared with students at the start of each relevant class. 698 project information is also presented in a program D2L page sub-module with examples of past student work and all rubrics used throughout the process. We could improve how we share program assessment results with students, though I have heard anecdotally that this does occur within most classes when discussing the assignments involved. Again, suggestions for improvement on how to strengthen this, especially for an online-only graduate program comprised primarily of working professionals who go to school part-time, would be appreciated.

### **Communication & Collaboration with External Stakeholders**

We do not have an advisory board for our program or really any kind of external input regarding our assessment process. We have seen comparisons on some relevant indicators as gleaned from EAB reports, but other than that, we have no communication or collaboration with external stakeholders. Now that the immediate COVID crisis has seemed to abate, we might begin work on this specific part of our program and welcome suggestions on how to do so for our specific program.

### **Communication & Collaboration with University**

I have served as program assessment liaison for the past 2 years and program director for the past 3. I have attended some training to help facilitate and improve assessment practices, but will look to attend any new workshops offered or meet with individuals from relevant offices to improve the specific elements identified above in the coming years (I say years, specifically, because I will be on sabbatical in the spring, so improvement of all areas identified above may require extra time).

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