

2024 – 25 Departmental Executive Summary

Department:	English, Communication and Theatre Arts	Date: 6-16-25
Members involved with analysis of artifacts: Tobin Beck; and Daisha Sorensen, CUNE director of Student Success.		
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: <i>a) Student Outcome; b) Background; c) Question(s); d) Methodology</i>		
Analysis of artifacts: 1). <i>PERFORMANCE CRITERIA</i>* - How was data analyzed? (attach rubrics/scoring tools if used). Two sources of data were analyzed: 1) The internship supervisor's evaluation rubric; and 2) the intern's self-evaluation essay. (See 3 attachments: evaluation rubric, chart, and summary of intern and supervisor comments).		
Summary of <i>RESULTS</i>*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> The assessment question is: How well does the student intern apply the knowledge and skills learned in the student's program of study? 2). <i>Summarize the assessment results. (A narrative summary is required. Charts, tables or graphs are encouraged but optional.)</i> The CTA 499 internship is required for CUNE majors in Journalism/Public Relations, and in Applied Communication and Strategic Communication. From the spring of 2016 through the spring of 2025, 38 students completed a CTA 499 internship. A representative sample of 10 students was drawn from that population. Two types of artifacts were assessed: an evaluation rubric completed by each intern's supervisor, and each intern's reflection on what they learned from the internship. On the evaluation rubric, supervisors rated interns in 12 categories, using a 1-5 scale where 1 indicated unacceptable performance, 2 indicated barely acceptable performance, 3 indicated normal performance, 4 indicated high performance, and 5 indicated exceptionally high performance. The category means were: 1) quality of work: 4.20; 2) amount of work: 4.00; 3) attendance and punctuality: 4.20; 4) knowledge and skills: 4.10; 5) degree of supervision required: 4.50; 6) cooperation in working with others: 4.56; 7) ability to deal with others outside immediate work group: 4.22; 8) knowledge of the ethical obligations and responsibilities of business: 4.30; 9) initiative: 4.10; 10) sense of urgency: 4.60; 11) communication: 4.50; 12) decision support tools – ability to use technology: 4.11. The average of the means is 4.29. 3). <i>INTERPRETATION</i>* - Discuss how the results answer the assessment question(s). The evaluations indicate that the interns did demonstrate that they were able to effectively apply the knowledge and skills gained in their programs of study. The average of the evaluation's category means totaled 4.29, which indicates high quality work. Student reflection essays show that most of the student interns believe that their academic work did prepare them well for their chosen career paths. The results also reflect that Concordia's Journalism-Public Relations and Communications programs are helping to fulfill Concordia's mission to be a Christ-centered community that equips men and women for lives of learning, service, and leadership in the church and world. 4). <i>Observations made that were not directly related to the question(s).</i> A nuanced picture emerges when the evaluation data are compared with the students' reflection essays. The students wrote that the internship was the first opportunity for them to try out their skill sets in a mentored professional setting and for them to see whether their expectations matched the realities of the work. As Intern 3 wrote in her reflection, "Internships are designed to be a test of the real world and an act of discernment for one's future career path." In her case, she found that the internship "helped me affirm the fact that my major is right for me." Eight of the 10 interns reported that the internship reinforced their sense of agency in that their academic program equipped them to demonstrate competence in their work, which in turn reinforced their confidence in their professional-level abilities. For three of the interns, their internship directly led to employment offers. For one of the interns, Intern 7, the internship showed him what he did not want to do with his career. For another, Intern 1, the internship helped him regain a sense that he was on the right track in his career path, although he wrote that it's a work in progress as he builds on his strengths and works to overcome his weaknesses. In addition, the students who wrote that they were happy with their internship outcomes also tended to show that they thrived on the challenge and uncertainty of being thrust into new situations that required them to figure out how to proceed. Intern 3 wrote that her supervisor "threw me headfirst into the reporting process, which was intimidating but ultimately extremely helpful."		
Sharing of Results: <i>When were results shared? Date:</i> 6-16-25 <i>How were the results shared? (i.e. met as a department)</i> The results were shared via email, and will be discussed at a fall ECTA department meeting.		

Who were results shared with? (List names): Daisha Sorensen, Lisa Ashby, Gabe Haley, Pete Koprince, and Hannah Kroonblawd.

Discussion of Results –Summarize your conclusions including:

1. **ACTION***- How will what the department learned from the assessment impact:

a. *Teaching:* The internship assessment shows that Concordia is doing an excellent job in its Journalism-Public Relations and Communication classes in equipping students for professions after college, but also shows the ongoing need to balance instruction in basic communication skills with instruction and experiences that enable students to thrive in changing technological and cultural environments. There is no immediate impact that requires changes in current teaching, course assignments, program or assessment. However, the report reinforces the importance of listening to students as they go through their programs, to ensure that we are meeting their needs.

b. *Assignment/course:* See above

c. *Program:* See above

d. *Assessment:* See above

2. **IMPACT***- What is the anticipated impact of the **ACTION*** on student achievement of the learning outcome in the next academic year? na

3. **BUDGET IMPLICATIONS** – Indicate budget requirements necessary for the successful implementation of the **ACTION*** na

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? What technology upgrades or additions would benefit the program to further improve the learning experience for students?

Submitted by: Tobin Beck

Reviewed by the Assessment Committee (date): 6/30/25

Department Chair notified approved/additional action needed: Approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na