

Strategic Communication, Cert. (UG)

Program Description

The purpose of the strategic communication certificate is to offer students enhanced educational experiences to design and produce messages to help organizations and communities solve problems and achieve objectives. After completion of the certificate students will be able to plan and execute communication strategically by conducting background research, write strategic communication proposals and final reports, conduct and write up communication audits, and to coordinate the integration and creation of various appropriate tactics, such as press releases, social media posts, direct mail, feature stores, fact sheets, etc., to enhance commerce and government, and to further political, religious and social goals.

Outcome 1 – Depth of Knowledge

Students will demonstrate the knowledge and skills they have accumulated from the three required courses for the certificate by conducting analysis, assessment, and research of the needs and current strategic communication efforts of a nonprofit organization. The results of this will be used in the development and creation of a strategic plan that the nonprofit will be able to implement.

Measure 1.1 – Strategic Plan Rubric

Data Collection: The instructor will use the Strategic Plan Rubric to assess the Strategic Plans written and submitted by the students in the COMM 321 course. This is the capstone course for the certificate and thus students should have developed the skills needed to analyze a situation and write up the strategic plan.

Methodology or data analysis strategy: The instructor will grade the strategic plans according to the rubric and will provide the rubrics and descriptive statistics for each rubric and each component for the rubric, for the individual as well as the class to the assessment coordinator. The assessment coordinator will review to assess whether the targets have been met or not and discuss the findings with assistant department chair. [See relevant rubric under *Supporting Documentation*.]

Target 1.1

71% of students enrolled in the course will achieve a 3.0 (proficient) or above on the "research" rubric criterion.

71% of students enrolled in the course will achieve a 2.0 (basic) or above on the "application" rubric criterion.

71% of students enrolled in the course will achieve a 3.0 (proficient) or above on the "completeness/accuracy" rubric criterion.

71% of students enrolled in the course will achieve a 2.5 or above on the average of the three rubric criteria listed above.

Finding 1.1: Met

100% of students enrolled in the course achieved a 3.0 (proficient) or above on the "research" rubric criterion.

100% of students enrolled in the course achieved a 2.0 (basic) or above on the "application" rubric criterion.

100% of students enrolled in the course achieved a 3.0 (proficient) or above on the "completeness/accuracy" rubric criterion.

100% of students enrolled in the course achieved a 2.5 or above on the average of the three rubric criterion listed above.

Use of Results

Given that this goal was reached, to assist students in deeper reflection involving both analysis and synthesis of course content and practicum involved in the certificate, a new step in earning the certificate will be initiated. A guided reflection assignment will be added to the capstone course to elicit both an analysis of the certificate requirements and coursework and a synthesis of the academic and experiential requirements. We will add these reflections to future assessment plans. CMJR's standard certificate-reflection rubric will be used to score these responses, and the initial target will be that 75% of students will reach level 3 of the 4-level rubric. The Chair of the UG assessment committee presented the findings to the Associate Head of Undergraduate Studies and all faculty. The Associate Head of Undergraduate Graduate Studies organized a meeting of the Undergraduate Curriculum Committee and consulted with the Executive Associate Head to develop the action plan above.

Supporting Documentation

Strategic Plan Rubric

GRADING RUBRIC FOR THE CAMPAIGN PLAN "BOOK"

Criteria	Excellent >90	Proficient 80-89	Basic 70-79	Inadequate <70
Format /Mechanics	<ul style="list-style-type: none"> • Typed • Cover page, references & page numbers • Well-constructed sentences • No grammar or typing/spelling errors • Outstanding design/layout/neatness 	<ul style="list-style-type: none"> • Typed • Cover page, most references included & page numbers • Mostly well-constructed sentences • Relatively free of grammar and spelling/typing errors • Good design/layout/neatness 	<ul style="list-style-type: none"> • Typed • No cover page, references or page numbers • Some poorly constructed sentences • Some grammar and spelling/typing errors • Poor Design/layout/neatness 	<ul style="list-style-type: none"> • Format errors or handwritten • No cover page, references or page numbers • Numerous poorly constructed sentences • Multiple grammar and spelling/typing errors • Poor design/layout/neatness
Structure/ Organization	<ul style="list-style-type: none"> • Well-organized • Clear background, planning, and recommendations • Ideas are developed in a logical way • Relevant and concisely Written 	<ul style="list-style-type: none"> • Well-organized • Clear background, planning, and recommendations • Ideas are developed • Some irrelevant or redundant information 	<ul style="list-style-type: none"> • Some problems with organization • Weak background, planning, and recommendations • Ideas are somewhat developed • Lacks precision 	<ul style="list-style-type: none"> • Problems with organization • Insufficient background, planning, and/or recommendations • Ideas are undeveloped
Research	<ul style="list-style-type: none"> • Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Every recommendation is supported by research 	<ul style="list-style-type: none"> • Sound and appropriate research methods • Sufficient primary and secondary information related to the issue • Most recommendations are supported by research 	<ul style="list-style-type: none"> • Some problems with research methodology • Some primary and secondary information related to the issue • Some recommendations are supported by research 	<ul style="list-style-type: none"> • Problems with research methodology • Insufficient primary and secondary information related to the issue • Recommendations have little research support
Application	<ul style="list-style-type: none"> • Evidence of reflection on and incorporation of concepts, models, tactics, and tools from class discussions/texts 	<ul style="list-style-type: none"> • Evidence of concepts, models, tactics, and tools from class discussion/texts 	<ul style="list-style-type: none"> • Minimal evidence of concepts, models, tactics, and tools from class discussion/texts 	<ul style="list-style-type: none"> • No attempt to apply concepts, models, tactics, or tools from readings or class discussions
Creativity	<ul style="list-style-type: none"> • A unique or creative approach is used • Ideas are original, interesting, and engaging 	<ul style="list-style-type: none"> • A unique or creative approach is used • Ideas are original and interesting 	<ul style="list-style-type: none"> • Lack of uniqueness and creativity • Some ideas are original 	<ul style="list-style-type: none"> • No evidence of uniqueness or creativity • No original ideas
Completeness /Accuracy	<ul style="list-style-type: none"> • Content beyond what was required • Specific information and examples used to support points 	<ul style="list-style-type: none"> • Did all that was required • Accurately presented facts and concepts 	<ul style="list-style-type: none"> • Did most of what was required • Accurately presented most facts and concepts 	<ul style="list-style-type: none"> • Did not fulfill requirements • Understanding of facts or concepts inconsistent or inaccurate