

Assurance of Student Learning 2019-2020	
PCAL	Communication
Communication Studies (Reference Number: 792)	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: To develop competencies in analyzing communication	
Instrument 1	Direct: Reflection Paper from COMM 348: Interpersonal Communication.
Instrument 2	Indirect: Supervisor Evaluations in Internship
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: To construct and present messages appropriately adapted to specific contexts and audiences (including academic rigor, writing, and framing).

Instrument 1	Direct: Reflection Paper from COMM 348: Interpersonal Communication.
Instrument 2	Indirect: Supervisor Evaluations in Internship
Instrument 3	Indirect: Faculty conversations around student success, informed by professional development at conferences and through reading, contact with the Communication Advisory Council and alumni, and conversations in Undergraduate Curriculum Committee meetings.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The Communication Studies program serves students who are looking for a program that enhances their ability to analyze, think through, and propose strategic action in varied communication situations, including interpersonal to group to organizational to public. Formal and informal writing and speaking skills are emphasized in classes, with the intention of students being able to apply critical, theory-based thinking to strategic responses called for in life.

- In 2018-19, a new curriculum was instituted for Communication Studies. All programs in the Department of Communication were revised to focus on a limited number of core classes and specifically focused areas. For Communication Studies, the areas included Advanced Study in Communication, Communication in Context, and Skills and Application. The curriculum was designed to support student learning in applying Communication theories to life situations. In fall 2019, the student learning outcomes were updated by Communication Studies faculty and endorsed by the Undergraduate Curriculum Committee and the full department to provide more specific guidance for student learning as follows:
- Students should be able ethically to:

SLO 1: Apply communication theories to evaluate interpersonal, intercultural, organizational, and public discourse.

SLO 2: Demonstrate competence in writing and speaking within various communication contexts.

SLO 3: Critically analyze mediated and non-mediated communication across contexts.

SLO 4: Use communication to respond to issues at the local, national, and/or global level.

These new SLOS have started in Fall 2020. In this assessment we used the old SLOS:

Objective 1: Develops competencies in analyzing communication.

Objective 2: Constructs appropriate messages (academic rigor, writing, and framing)

- In 2019-20, the Communication faculty, who hold Ph.D. in communication, conducted rubric-based analyses of the Reflection paper in COMM 348: Interpersonal Communication. These evaluations of the 'Reflection Paper' assignment show an average of satisfactory results. The averages of the two assessed SLO outcomes exceeded our target score of 3 (Satisfactory). The first SLO was 3.04 and the second SLO was 3.27. More details are noted under each SLO.

We have slightly increased the sample size and evaluated 13 student papers from Corp/Organizational majors for 2019-2020 Assessment. However, some plans noted in 2018-2019 assessment were not fully implemented due to the unexpected COVID-19 environment, which cancelled faculty and committee meetings in spring 2020. The following issues still need attention in the future:

- The existing rubric needs to be updated to match the new learning goals by the end of spring 2021.
- Alternative way of the program assessment should be discussed by the end of fall 2020.
- If we continue paper assessment, the most appropriate class paper should be selected and informed to the faculty by the end of fall 2020
- Consider adding further assessment measures, such as alumni surveys, to program assessment by the end of fall 2020.
- In the summer of 2021, the Communication faculty will conduct assessment as a direct measure.

Dean's office note: we would like to see more than 13% of the student papers being assessed in future cycles.

Student Learning Outcome 1

Student Learning Outcome	To develop competencies in analyzing communication		
Measurement Instrument 1	<p>Direct: Reflection Paper from COMM 348: Interpersonal Communication (one of the required core courses).</p> <p>In this paper assignment, students explain a theory/concept of interpersonal communication and apply it to specific interaction. This assignment develops students' competencies through the analysis of actual communication using a theory/concept of interpersonal communication.</p> <p>We used two criteria to assess the first learning outcome: (a) how well a student can explain a theory/concept in interpersonal communication. (b) how well a student can apply the theory/concept to the scenes in the film. We assessed each student's outcome using a 5-point scale (1 as Unsatisfactory to 5 as Excellent).</p>		
Criteria for Student Success	Students should exceed 3 (Satisfactory) in the above criteria.		
Program Success Target for this Measurement	70% and above	Percent of Program Achieving Target	54%
Methods	The assessment committee chair randomly selected 13 student papers from COMM 348. (This represents 13% of this program). The selected papers without the student names were distributed to eight graduate faculty members who hold Ph.D. in communication, excluding the faculty of COMM 348, to ask for their evaluations using the rubric. Reviewers submitted the evaluations through Qualtrics. Each paper had two reviewers. We computed the mean for each paper as well as for each SLO criterion to judge the outcomes. The mean was 3.04, which exceeded our target score of 3 (Satisfactory), but when we looked into individual papers, only 7 out of 13 exceeded our target score of 3 (Satisfactory).		
Measurement Instrument 2	Indirect: Supervisor Evaluations in Internship.		
Criteria for Student Success	Each supervisor was asked to assess the student in 11 criteria including: appearance, maturity, punctuality, attitude, interpersonal relation skills, organization, ability to learn, initiative, responsibility, quantity of work, and quality of work.		
Program Success Target for this Measurement	70% scoring 4 or above on a 5 point scale on each item	Percent of Program Achieving Target	100%
Methods	After completing the intern period, each supervisor was asked to assess the student in 11 criteria including: appearance, maturity, punctuality, attitude, interpersonal relation skills, organization, ability to learn, initiative, responsibility, quantity of work, and quality of work. The supervisor rated the student using a 5-point scale (1 as lowest to 5 as highest). The supervisor was also encouraged to provide comments in each area. Two Communication faculty members, each holding a Ph.D. degree, reviewed 10 supervisors' evaluations in the above 11 criteria and for repeated themes to identify the strengths and weaknesses.		
Measurement Instrument 3	Indirect: Faculty conversations around student success, informed by professional development at conferences and through reading, contact with the Communication Advisory Council and alumni, and conversations in Undergraduate Curriculum Committee meetings.		
Criteria for Student Success	Success with gaining internships, developing professional portfolios, success at jobs after graduation.		
Program Success Target for this Measurement	NA	Percent of Program Achieving Target	NA

Methods	Faculty members engage in informal and ongoing conversations within areas and in the Undergraduate Curriculum Committee, current reading on higher education trends and issues, communicate with alumni, and regularly attend conferences in their discipline.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Actions			
<ul style="list-style-type: none"> • In 2018-19, a new curriculum was instituted for Communication Studies. All programs in the Department of Communication were revised to focus on a limited number of core classes and specifically focused areas. For Communication Studies, the areas included Advanced Study in Communication, Communication in Context, and Skills and Application. The curriculum was designed to support student learning in applying Communication theories to life situations. • The number of hours needed to complete the major were increased from 33-34 to 36, remaining at a level that encourages double majoring and adding another minor or certificate. • In Fall 2019, the student learning outcomes of the Communication Studies program were updated by Communication faculty, which were endorsed by the Undergraduate Curriculum Committee and the full department to provide more specific guidance for student learning. The new SLOs have started in Fall 2020. • In 2019-20, the Communication faculty, who hold Ph.D. in communication, conducted rubric-based analyses of the Reflection paper in COMM 348: Interpersonal Communication. 			
Follow-up			
<ul style="list-style-type: none"> • The existing rubric needs to be updated to match the new learning goals by the end of spring 2021. • Alternative way of the program assessment should be discussed by the end of fall 2020. • If we continue paper assessment, the most appropriate class paper should be selected and informed to the faculty by the end of fall 2020 • Consider adding further assessment measures, such as alumni surveys, to program assessment by the end of fall 2020. • In the summer of 2021, the Communication faculty will conduct assessment as a direct measure. 			

Student Learning Outcome 2

Student Learning Outcome	To construct and appropriate messages (academic rigor, writing, and framing)		
Measurement Instrument 1	<p>Direct: Reflection Paper from COMM 348: Interpersonal Communication (One of the required core courses).</p> <p>In this paper assignment, students explain a theory/concept of interpersonal communication and apply it to specific interaction. This assignment develops students' competencies through the analysis of actual communication using a theory/concept of interpersonal communication.</p> <p>We used two criteria to assess the second learning outcome: (a) how well a student can write a paper. (b) how well a student can conform to APA style in the paper. We assessed each student's outcome using a 5-point scale (1 as Unsatisfactory to 5 as Excellent).</p>		
Criteria for Student Success	Students should exceed 3 (Satisfactory) in the above criteria.		
Program Success Target for this Measurement	70% and above	Percent of Program Achieving Target	62%
Methods	The assessment committee chair randomly selected 13 student papers from COMM 348. (This represents 13% of this program). The selected papers without the student names were distributed to eight graduate faculty members who hold Ph.D. in communication, excluding the faculty of COMM 348, to ask for their evaluations using the rubric. Reviewers submitted the evaluations through Qualtrics. Each paper had two reviewers. We computed the mean for each paper as well as for each SLO criterion to judge the outcomes. The mean was 3.27, which exceeded our target score of 3 (Satisfactory), but when we looked into individual papers, only 8 out of 13 exceeded our target score of 3 (Satisfactory).		
Measurement Instrument 2	Indirect: Supervisor Evaluations in Internship		
Criteria for Student Success	Each supervisor was asked to assess the student in 11 criteria including: appearance, maturity, punctuality, attitude, interpersonal relation skills, organization, ability to learn, initiative, responsibility, quantity of work, and quality of work.		
Program Success Target for this Measurement	70% scoring 4 or above on a 5 point scale on each item	Percent of Program Achieving Target	100%
Methods	After completing the intern period, each supervisor was asked to assess the student in 11 criteria including: appearance, maturity, punctuality, attitude, interpersonal relation skills, organization, ability to learn, initiative, responsibility, quantity of work, and quality of work. The supervisor rated the student using a 5-point scale (1 as lowest to 5 as highest). The supervisor was also encouraged to provide comments in each area. Two Communication faculty members, each holding a Ph.D. degree, reviewed 10 supervisors' evaluations in the above 11 criteria and for repeated themes to identify the strengths and weaknesses.		
Measurement Instrument 3	Indirect: Faculty conversations around student success, informed by professional development at conferences and through reading, contact with the Communication Advisory Council and alumni, and conversations in Undergraduate Curriculum Committee meetings.		
Criteria for Student Success	Success with gaining internships, developing professional portfolios, success at jobs after graduation.		
Program Success Target for this Measurement	NA	Percent of Program Achieving Target	NA
Methods	Faculty members engage in informal and ongoing conversations within areas and in the Undergraduate Curriculum Committee, current reading on higher education trends and issues, communicate with alumni, and regularly attend conferences in their discipline.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
Actions		
<ul style="list-style-type: none"> • In 2018-19, a new curriculum was instituted for Communication Studies. All programs in the Department of Communication were revised to focus on a limited number of core classes and specifically focused areas. For Communication Studies, the areas included Advanced Study in Communication, Communication in Context, and Skills and Application. The curriculum was designed to support student learning in applying Communication theories to life situations. • The number of hours needed to complete the major were increased from 33-34 to 36, remaining at a level that encourages double majoring and adding another minor or certificate. • In Fall 2019, the student learning outcomes of the Communication Studies program were updated by Communication faculty, which were endorsed by the Undergraduate Curriculum Committee and the full department to provide more specific guidance for student learning. The new SLOs have started in Fall 2020. • In 2019-20, the Communication faculty, who hold Ph.D. in communication, conducted rubric-based analyses of the Reflection paper in COMM 348: Interpersonal Communication. • 		
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