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| **Colonnade FOUNDATIONS Assessment**  **2023-2024** | | |
| *Potter College of Arts and Letters* | *School of Media & Communication* | |
| *COMM 200* | | |
| *Kumi Ishii* | | |
| ***Please*** select the option(s) that best describe all sections of this course (you may select more than one):  Taught 100% face to face  Taught 100% online  Mix of online and face to face  Includes dual credit | |

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| **Colonnade Learning Outcome 1** | | | | | |
| **Colonnade Learning Outcome** | **Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.** | | | | |
| **Measurement Instrument 1** | Direct: Comm 200 Literature Review Paper.  Description of the Course & Assignment: COMM 200 offers students advanced instruction and practice in writing and reading essays within the Communication discipline and makes students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. The Comm 200 Literature Review is to use academic sources, which refer to essays in peer­ reviewed, scholarly communication journals or academic books in the Communication discipline or fields related to communication (e.g., public relations, leadership). Students select a communication context, concept, or theory that they are interested in studying further throughout the course of the semester and locate, analyze, and incorporate key research findings from primary and secondary academic sources into their literature review. This assignment develops students' competencies through written analysis of academic sources. | | | | |
| **Criteria for Student Success** | We used two criteria to assess the first learning outcome: (a) how well a student can demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task of analyzing academic research in the Communication context and (b) how well a student can demonstrate detailed attention to and successful execution of a wide range of conventions particular to analyzing Communication research and how well a student can conform to the standard writing style (e.g., organization, content, presentation, formatting, and stylistic choices). We assessed each student's outcome of each criterion using a 4-point scale (1 as Poor Achievement to 4 as Excellent Achievement). | | | | |
| **Program Success Target for this Measurement** | | The goal will be 70% of students will score at the adequate level (2 or better). | **Percent of Program Achieving Target** | 94% of students scored at the adequate  level or better. (Mean = 2.92 for (a), 2.70 for (b) | |
| **Methods** | The assessment coordinator randomly selected 48 students (which was 20% of the enrolled students in fall 23 and spring 24) across the sections including honors and online during the academic year of 2023-2024. (24 each from the fall and spring semester) and asked each faculty to forward their final papers. After deleting the student name from each paper, all papers were distributed to 6 faculty members who hold Ph.D. in communication, to ask for their evaluations using the same rubric (attached). Each paper had two reviewers, and the mean of the two scores in each criterion was taken for analysis. In addition, because this SLO was assessed by two criteria, the mean of the two criteria was taken for the final analysis. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| While over 90% of students exceeded the target goal, over half of students (56%) did not reach the next level. In particular, this was seen more in the second criterion of detailed attention to the discipline and writing skills. For the coming year, this is the area that should be improved in this colonnade course by focusing more on theories in the communication discipline. For the next year’s goal, it is suggested that 50% of students will demonstrate at a good level, in addition to the existing goal (70% of students will exceed the adequate level). | | | | | |

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| **Colonnade Learning Outcome 2** | | | | | |
| **Colonnade Learning Outcome** | Students will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts. | | | | |
| **Measurement Instrument 1** | **NOTE: If you use the same artifact for all SLOs, use the same instrument for each.**  Students in COMM 200 demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts. In COMM 200, students are taught to research, evaluate, and incorporate supporting material in their writing. Specifically, the Comm 200 Literature Review requires students find academic sources relating to the selected topic. Students are trained to understand, analyze, and summarize the contents of academic scholarship in the Communication discipline. This assignment develops students' competencies through written analysis of academic sources. | | | | |
| **Criteria for Student Success** | We used one criterion relating to the quality of sources to assess this outcome: how well a student can demonstrate skillful use of high­ quality, credible, relevant sources to develop ideas that are appropriate for the Communication discipline in an academic literature review. We assessed each student's outcome using a 4-point scale (1 as Poor Achievement to 4 as Excellent Achievement). | | | | |
| **Program Success Target for this Measurement** | | The goal will be 70% of students will score at the adequate level (2 or better). | **Percent of Program Achieving Target** | 87% of students scored at the adequate level. (Mean = 2.60) | |
| **Methods** | The assessment coordinator randomly selected 48 students (which was 20% of the enrolled students in fall 23 and spring 24) across the sections including honors and online during the academic year of 2023-2024. (24 each from the fall and spring semester) and asked each faculty to forward their final papers. After deleting the student name from each paper, all papers were distributed to 6 faculty members who hold Ph.D. in communication, to ask for their evaluations using the same rubric (attached). Each paper had two reviewers, and the mean of the two scores in each criterion was taken for analysis. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| While over 80% of students exceeded the target goal, over half of students (56%) did not reach the next level. Because a variety of sources are accessible easily today, it would be more important to teach the quality of sources in the Communication discipline to students so that they can differentiate available sources. For next year’s goal, it is suggested that 50% of students will demonstrate at a good level, in addition to the existing goal (70% of students will exceed the adequate level). | | | | | |

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| **Colonnade Learning Outcome 3** | | | | | |
| **Colonnade Learning Outcome** | Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view; and construct informed, sustained, and ethical arguments in response. | | | | |
| **Measurement Instrument 1** | Direct: Comm 200 Literature Review. | | | | |
| **Criteria for Student Success** | We used one evidence related criterion to ask if information taken from source(s) showed enough interpretation/ evaluation to develop a comprehensive analysis or synthesis.  We assessed each student's outcome using a 4-point scale (1 as Poor Achievement to 4 as Excellent Achievement). | | | | |
| **Program Success Target for this Measurement** | | The goal will be 70% of students will score at the adequate level (2 or better). | **Percent of Program Achieving Target** | 94% of students scored at the adequate level. (Mean = 2.67) | |
| **Methods** | The assessment coordinator randomly selected 48 students (which was 20% of the enrolled students in fall 23 and spring 24) across the sections including honors and online during the academic year of 2023-2024. (24 each from the fall and spring semester) and asked each faculty to forward their final papers. After deleting the student name from each paper, all papers were distributed to 6 faculty members who hold Ph.D. in communication, to ask for their evaluations using the same rubric (attached). Each paper had two reviewers, and the mean of the two scores in each criterion was taken for analysis. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| While over 90% of students exceeded the target goal, over half of students (58%) did not reach the next level. From the criterion, students will need to demonstrate in-depth understanding of each material to support their own discussion. It is generally observed that students today do not read, which would affect their in-depth understanding of each article. By improving their understanding of each material, they will also learn how to use the material to support their own discussion. For the next year’s goal, it is suggested that 50% of students will demonstrate at a good level, in addition to the existing goal (70% of students will exceed the adequate level). | | | | | |
| **Colonnade Learning Outcome 4** | | | | | |
| **Colonnade Learning Outcome** | Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas. | | | | |
| **Measurement Instrument 1** | Direct: Comm 200 Literature Review. | | | | |
| **Criteria for Student Success** | We used one criterion to assess this learning outcome: how well a student can control syntax and mechanics to present their ideas effectively. We assessed each student’s outcome using a 4-point scale (1 as Poor Achievement to 4 as Excellent Achievement). | | | | |
| **Program Success Target for this Measurement** | | The goal will be 70% of students will score at the adequate level (2 or better). | **Percent of Program Achieving Target** | 98% of students scored at the adequate level. (Mean = 2.75) | |
| **Methods** | The assessment coordinator randomly selected 48 students (which was 20% of the enrolled students in fall 23 and spring 24) across the sections including honors and online during the academic year of 2023-2024. (24 each from the fall and spring semester) and asked each faculty to forward their final papers. After deleting the student name from each paper, all papers were distributed to 6 faculty members who hold Ph.D. in communication, to ask for their evaluations using the same rubric (attached). Each paper had two reviewers, and the mean of the two scores in each criterion was taken for analysis. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| While a majority (98%) of students exceeded the target goal, a little over half of students (52%) did not reach the next level. This is about writing skills, which can be improved by stating a clear purpose in the beginning. In addition, students should learn to proofread their writing more carefully. For next year’s goal, it is suggested that 50% of students will demonstrate at a good level, in addition to the existing goal (70% of students will exceed the adequate level). | | | | | |

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| **Colonnade Learning Outcome 5** | | | | | |
| **Colonnade Learning Outcome** | Students will demonstrate the ability to distinguish among various kinds of evidence by identifying reliable sources and valid arguments. | | | | |
| **Measurement Instrument 1** | Direct: Comm 200 Literature Review. | | | | |
| **Criteria for Student Success** | We used one criterion to assess this learning outcome: how well a student can select and use high-quality sources to write the entire paper. We assessed each student’s outcome using a 4-point scale (1 as Poor Achievement to 4 as Excellent Achievement). | | | | |
| **Program Success Target for this Measurement** | | The goal will be 70% of students will score at the adequate level (2 or better). | **Percent of Program Achieving Target** | 92% of students scored at the adequate level. (Mean = 2.63) | |
| **Methods** | The assessment coordinator randomly selected 48 students (which was 20% of the enrolled students in fall 23 and spring 24) across the sections including honors and online during the academic year of 2023-2024. (24 each from the fall and spring semester) and asked each faculty to forward their final papers. After deleting the student name from each paper, all papers were distributed to 6 faculty members who hold Ph.D. in communication, to ask for their evaluations using the same rubric (attached). Each paper had two reviewers, and the mean of the two scores in each criterion was taken for analysis. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| While over 90% of students exceeded the target goal, over half of students (56%) did not reach the next level. This is about the selection of quality sources. As stated regarding the second learning goal, because a variety of sources are easily accessible today, it would be important to teach students how to select quality sources among them. For next year’s goal, it is suggested that 50% of students will demonstrate at a good level, in addition to the existing goal (70% of students will exceed the adequate level). | | | | | |