

Assurance of Student Learning 2018-2019	
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: Film Analysis 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: Film Analysis Paper from COMM 348: Interpersonal Communication.
Instrument 2	Indirect: Supervisor Evaluations in Internship

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	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. The new student learning outcomes are:

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.

- 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 2019-20, the Communication Studies 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.
- In 2019-20, the Communication faculty, who hold Ph.D. in communication, conducted rubric-based analyses of the Film Analysis paper in COMM 348: Interpersonal Communication.

Follow-up actions include:

- In the spring of 2019-20, the assessment committee will meet to consider whether there is a better assignment to use as a direct measure of the SLOs of the program.
- In the summer of 2020, the Communication faculty will conduct rubric-based assessment of the program as a direct measure and will analyze the feedback of supervisors of Communication Studies students completing internships.
- A larger sample size should be used in the future.
- The Assessment Committee checks if the sample papers are representatives.

Student Learning Outcome 1

Student Learning Outcome	To develop competencies in analyzing communication		
Measurement Instrument 1	<p>Direct: Film Analysis 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 interactions in the film. 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	100%
Methods	The faculty of COMM 348 randomly selected ten student papers. (This represents 10% of this program). After deleting the student name from each paper, we distributed the papers to eight graduate faculty members who hold Ph.D. in communication, excluding the faculty of COMM 348, to ask for their evaluations using the same 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 standard deviations were also computed for reference.		
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 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.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	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 2019-20, the Communication Studies student learning outcomes 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 • In 2019-20, the Communication faculty, who hold Ph.D. in communication, conducted rubric-based analyses of the Film Analysis paper in COMM 348: Interpersonal Communication. 		
Follow-up		
<ul style="list-style-type: none"> • In the spring of 2019-20, the assessment committee will meet to consider whether there is a better assignment to use as a direct measure of the SLOs of the program. • In the summer of 2020, the Communication faculty will conduct rubric-based assessment of the program as a direct measure and will analyze the feedback of supervisors of Communication Studies students completing internships. 		

Student Learning Outcome 2

Student Learning Outcome	To construct and appropriate messages (academic rigor, writing, and framing)		
Measurement Instrument 1	<p>Direct: Film Analysis 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 interactions in the film. This assignment develops students' communication skills, in particular, their theory application, writing, and framing skills, following academic integrity.</p> <p>We used three criteria to assess this learning outcome: (a) how well a student explains and applies theory to the situation of the film,, (b) how well a student can incorporate credible sources to support his/her analysis, and (c) how well a student can conform to the standard writing style (APA style). We assessed each student's outcome using 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	100%
Methods	The faculty of COMM 348 randomly selected ten student papers. (This represents 10% of this program). After deleting the student name from each paper, we distributed the papers to eight graduate faculty members who hold Ph.D. in communication, excluding the faculty of COMM 348, to ask for their evaluations using the same 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 standard deviations were also computed for reference.		
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 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.	<u>Met</u>	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 2019-20, the Communication Studies student learning outcomes 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 • In 2019-20, the Communication faculty, who hold Ph.D. in communication, conducted rubric-based analyses of the Film Analysis paper in COMM 348: Interpersonal Communication. 		
Follow-up		
<ul style="list-style-type: none"> • In the spring of 2019-20, the assessment committee will meet to consider whether there is a better assignment to use as a direct measure of the SLOs of the program. • In the summer of 2020, the Communication faculty will conduct rubric-based assessment of the program as a direct measure and will analyze the feedback of supervisors of Communication Studies students completing internships. 		

This site is for COMM. STUDIES PROGRAM

Q1.

This site is for Film Analysis Paper (Comm. Studies) Assessment.

Please select the paper number you are assessing. (One at a time)

- Film Paper 1
- Film Paper 2
- Film Paper 3
- Film Paper 4
- Film Paper 5
- Film Paper 6
- Film Paper 7
- Film Paper 8
- Film Paper 9
- Film Paper 10

Q2A.

Objective 1: Develops competencies in analyzing communication.

Regarding this paper, please assess how clearly the author explains theories/concepts overall by selecting the most appropriate category below.

- EXCELLENT: Very clearly explains theories/concepts.
- GOOD: Clearly explains theories/concepts.
- SATISFACTORY: Somewhat clearly explains theories/concepts.
- POOR: Does not clearly explain theories/concepts.
- UNSATISFACTORY: Does not explain theories/concepts.

Q2B.

Objective 1: Develops competencies in analyzing communication. Cont'd.

Regarding this paper, please assess the author's application skills by selecting the most appropriate category below.

- EXCELLENT: Applies theories/concepts to a relational issue very well, illustrating strong understanding of theories/concepts, illuminating corresponding communication elements present in the relational problem, and providing potential solutions or enhanced understanding of the relational issue.
- GOOD: Well applies theories/concepts to a relational issue, illustrating good understanding of the theories/concepts, illuminating corresponding communication elements present in the relational problem, and providing potential solutions or understanding of the relational issue
- SATISFACTORY: Somewhat applies theories/concepts to a relational issue, illustrating basic understanding of the theories/concepts, illuminating some of the corresponding communication elements present in the relational problem, and provided some potential solutions or basic understanding of the relational issue.
- POOR: Does not clearly apply theories/concepts to a relational issue or the issue is not relational in nature, does not clearly illustrate basic understanding of the theories/concepts nor effectively illuminate corresponding communication