



# Communication Studies

## Program Review - Comprehensive Review

2022- 2023

# Communication Studies - Comprehensive Review

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## Program Context

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### 1. Mission

**Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.**

Communication is the study of how and why we communicate. The Communication Studies (COMM) program contributes directly to the College's mission\* as an instructional program that aims to empower and transform students' educational experiences through quality education.

All oral communication courses at the college are offered through the COMM program (e.g., CSU GE Area A1 and UC IGETC Area 1C), in addition to several courses satisfying the Social and Behavioral Sciences (e.g., CSU GE DSI and Area UC IGETC Area 4). The COMM program currently collaborates with several college-wide programs by means of program specific designated courses: Community of Learning Through Sports (COLTS), College for Working Adults (CWA), Honors and Promise.

\* Cañada's Mission Statement: "Cañada College engages and empowers students in transforming their lives and communities through quality education".

### 2. Articulation

**Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."**

There are two upcoming changes to the GE pathway and degree requirements that will impact the Communication Studies program in the immediate future:

- Update to the Transfer Model Curriculum for the AA-T in COMM
- Proposed single GE pathway for the UC and CSU, as mandated by AB 928

Transfer Model Curriculum (TMC) for the AA-T in Communication Studies was revised as of September 1, 2022. Recommendations were made by an Intersegmental Discipline Faculty Group, and approved and adopted by the CCC Chancellor's Office and the CSU system office.

The new AA-T in Communication Studies 2.0 requirements are noted below and are listed alongside the "old" COMM degree. In Fall 2022, the degree changes were submitted to the Curriculum Committee and will tentatively be discussed and approved locally by mid-October. Once approved locally, the appropriate form will be submitted to the State with goal of offering the new degree beginning Fall 2023, effective catalog year 2023-24 (the AA-T and the AA will both reflect the changes). The "old" COMM degree will still be offered to students with previous catalog rights.

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Current AA-T in Communication Studies (soon to be OLD)	AA-T in Communication Studies 2.0 (tentative start term of Fall 2023)
<b>Core Courses, 9 units</b> <ul style="list-style-type: none"> <li>• COMM 110</li> <li>• COMM 150</li> <li>• COMM 180</li> </ul>	<b>Core Courses, 6 units</b> <ul style="list-style-type: none"> <li>• COMM 110</li> <li>• COMM 130</li> </ul>
<b>List A, Choose 6 units</b> <ul style="list-style-type: none"> <li>• COMM 127</li> <li>• COMM 130</li> <li>• COMM 140</li> </ul>	<b>List A, choose 9 units</b> <ul style="list-style-type: none"> <li>• COMM 127</li> <li>• COMM 140</li> <li>• COMM 150</li> <li>• COMM 180</li> </ul>
<b>List B, Choose 3 units</b> <ul style="list-style-type: none"> <li>• Any List A course not used above</li> <li>• ANTH 110</li> <li>• ENGL 110</li> <li>• PSYC 100</li> <li>• SOCI 100</li> </ul>	<b>List B, Choose 3 units</b> <ul style="list-style-type: none"> <li>• Any List A course not used above</li> <li>• ANTH 110</li> <li>• ENGL 110 or 165</li> <li>• PSYC 100</li> <li>• SOCI 100</li> <li>• Any CSU transferable COMM course</li> </ul>

The proposed single GE pathway for the UC and CSU, as mandated by AB 928, directly influences the COMM program. This may include future COR modifications for all oral communication courses (4 of the 6 courses in the program), in addition to other possible curriculum updates. The summary of the proposed changes is noted below:

- UC will accept Oral Communication as a new (third) course in Area 1-English Communication
- The CCC will revise and strengthen courses fulfilling the Oral Communication subject requirement to meet new core competencies.

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The draft of the single GE Pathway is as follows. The implementation date is to be determined, but most likely by 2025.

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<b>IGETC Area</b>		<b>Subject</b>
<b>1</b>	<b>1A</b>	<b>English Composition</b>
	<b>1B</b>	<b>Critical Thinking &amp; Composition</b>
	<b>1C*</b>	<b>Oral Communication</b> (*currently CSU only)
<b>2</b>	<b>2A</b>	<b>Mathematical Concepts &amp; Quantitative Reasoning</b>
<b>3</b>	<b>3A</b>	<b>Arts</b> (1 course required)
	<b>3B</b>	<b>Humanities</b> (1 course required)
<b>4</b>	<b>4</b>	<b>Social &amp; Behavioral Sciences</b>
<b>5</b>	<b>5A</b>	<b>Physical Science</b>
	<b>5B</b>	<b>Biological Science</b>

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### 3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

No known changes. N/A

### Looking Back

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### 4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

The COMM program includes six course offerings:

- Oral Communication Courses (current CSU GE Area 1 and UC IGETC Area 1C)
  - COMM 110: Public Speaking (3 units)
  - COMM 127: Argumentation and Debate (3 units)
  - COMM 130: Interpersonal Communication (3 units)
  - COMM 140: Small Group Communication (3 units)
    - Social and Behavioral Sciences Courses (current CSU GE DSI and UC IGETC Area 4)
  - COMM 150: Intercultural Communication (3 units)
  - COMM 180: Introduction to Communication Studies (3 units)

The COMM program offers all six courses within one academic year. COMM 110 and COMM 130 are offered every semester, including the summer (both are core courses for the COMM 2.0 degree). COMM 150 and COMM 180 are offered every fall and spring semesters, while the other two courses, COMM 127 and COMM 140 are offered at least once a year (COMM 127 is typically offered in the fall, COMM 140 in the spring. The offerings may change due to the new COMM 2.0 AA-T requirements). As for programs, there is at least one section of COMM 110 offered both Fall and Spring for CWA and Honors dual-CRN options, in addition to one designated Community of Learning Through Sports (COLTS) COMM 130 section offered every fall. One section of COMM 110 was offered in the Promise program during Spring 2020. Again, the consistent course offerings allow students to complete the Communication Studies degree requirements within one academic year.

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The COMM program offers a variety of course modalities. The program was selected by the college as one of several programs that will aim to offer their degree fully online. Currently, all courses are offered as an online option at least once within one year. This is in addition to face-to-face and hybrid course offerings.

Before the COVID-19 pandemic, during Spring of 2014, Cañada was 1 of 3 campuses approved to participate in a state-wide pilot program with the CSU Chancellor's Office in determining which courses at California Community Colleges may be applied to Area 1 (Oral Communication) of the GE Breadth transfer curriculum fully online. Starting Fall 2014, Cañada offered the first and only Public Speaking (COMM 110) course in the state fully online (the two other campuses approved offer COMM 130 & 140). As of Fall 2018, with the help from our program, the CSU permitted all oral communication courses to be offered fully online (before this, the course would not articulate if the modality was fully online). Currently, in addition to the face-to-face options, COMM 110 is offered as a fully online course during the fall and spring semester. Starting Spring 2021, the COMM program aimed to offer COMM 130 fully online every fall and spring semester as well. Thus, when the new Communication Studies AA-T degree launches in Fall 2023, the COMM program will offer the two core degree classes (COMM 110 & 130) fully online and face-to-face every fall and spring semester.

The COMM program started participating in the California Virtual Campus (CVC) for the first time during Fall 2022. "The California Virtual Campus – Online Education Initiative (CVC-OEI) is a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses" ([click here](#) for more information on the initiative). COMM 180 was selected by the college to participate in the CVC's quality review process; this work will begin spring 2023.

### 5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

- Question 1 - Mission:
  - IPC Feedback: Mission is "division" focused; add more specifics about communications.
  - The program does not have a mission statement so the mission, vision and values of the Social Sciences was included in the past review. This was removed from this program review.
- Question 2 - Articulation:
  - IPC Feedback: High School articulation?
  - Stated not applicable in the past review, so it's unclear why the question was asked.
- Question 3 - Community and Labor needs:
  - IPC Feedback: Elaboration about community and labor needs.
  - COMM is not a CTE program and per the prompt "no known changes" was written. It's unclear why the reviewers asked for further elaboration on this question.
- Question 5A - Progress Report – IPC Feedback:

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- IPC Feedback: This is Great!
- Question 5B - Progress Report – Prior Action Plans:
  - IPC Feedback: Appreciate description of prior years' data and change to new assessment tool.
- Question 9B - SLO Assessment – Impact:
  - IPC Feedback: Great Job!
- Overall Commendation:
  - IPC Feedback: Great Job!

### 5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Each main bullet below represents a program goal identified in the last program review. A summary of progress is provided for each goal.

- Access to COMM Journals
  - Requested subscription to Journal of Communication, Human Communication Research, Communication Theory & Communication Culture & Critique: online only access. - Currently the college does not have access to journals in the field of communication. Per the assistance with the college librarians, the following quote was provided: 1. 2020 Institutional subscription of \$1918 per year (print and online: \$2300/year). <https://academic.oup.com/joc/subscribe>
  - Update: only funded for one year
- Distance education online proctoring service
  - Requested college and/or district-wide commitment to providing distance education online proctoring service, such as Proctorio.
  - Update: District now has contract with Proctorio.
- Department Improvement
  - Identified three areas for strength and growth
    - The inclusion of the general analytic rubric for measuring student learning for oral communication assignments in all COMM courses is encouraged. This general analytic rubric has been tested for validity and reliability by 2-year and 4-year COMM faculty and could provide meaningful information regarding the efficacy of the program not only semester-to-semester, but from year-to-year. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning specific to oral communication over a period of time (Active)
    - Responsible: Department faculty

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- Update: Ongoing. Several faculty have adopted the general analytic rubric for assessing student learning for all oral communication assignments.
- The department would like to offer all 6 courses in both fall and spring semesters to allow students, specifically majors, more flexibility in completing COMM courses in one semester (Active)
  - Responsible: Department faculty and division dean
  - Update: Completed.
  - New goal of offering all courses online, face-to-face/hybrid and virtually.
- Further examination of distance education courses specific to success and completion. (Active)
  - Responsible: PRIE, department faculty
  - Update: Incomplete. Need more data that includes COMM courses as well as those required within each transfer pathway (e.g. GE, AA, IGETC).

### 6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

There were two requests made in the past program review:

- Access to COMM journals: Requested subscription to Journal of Communication, Human Communication Research, Communication Theory & Communication Culture & Critique
- Distance education online proctoring service: Requested college and/or district-wide commitment to providing distance education online proctoring service, such as Proctorio.

As stated in the question 5B, the subscription to the COMM journals was funded for one year only, leaving COMM students with limited to no access to emerging research in the field. There were issues with purchasing the subscription, so by the time students were able to access the journals, students only had part of the fall semester to use them before the subscription expired. As for the request for Proctorio, since the program review request, the district is now in contract with them.

### 6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Not applicable

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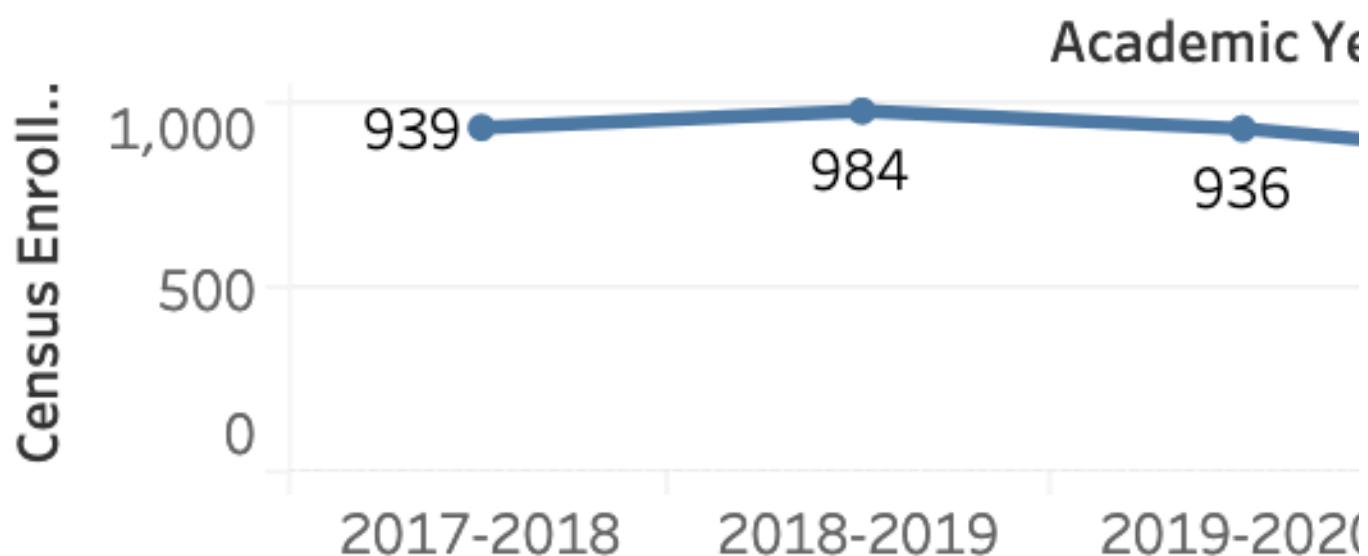
### Current State of the Program

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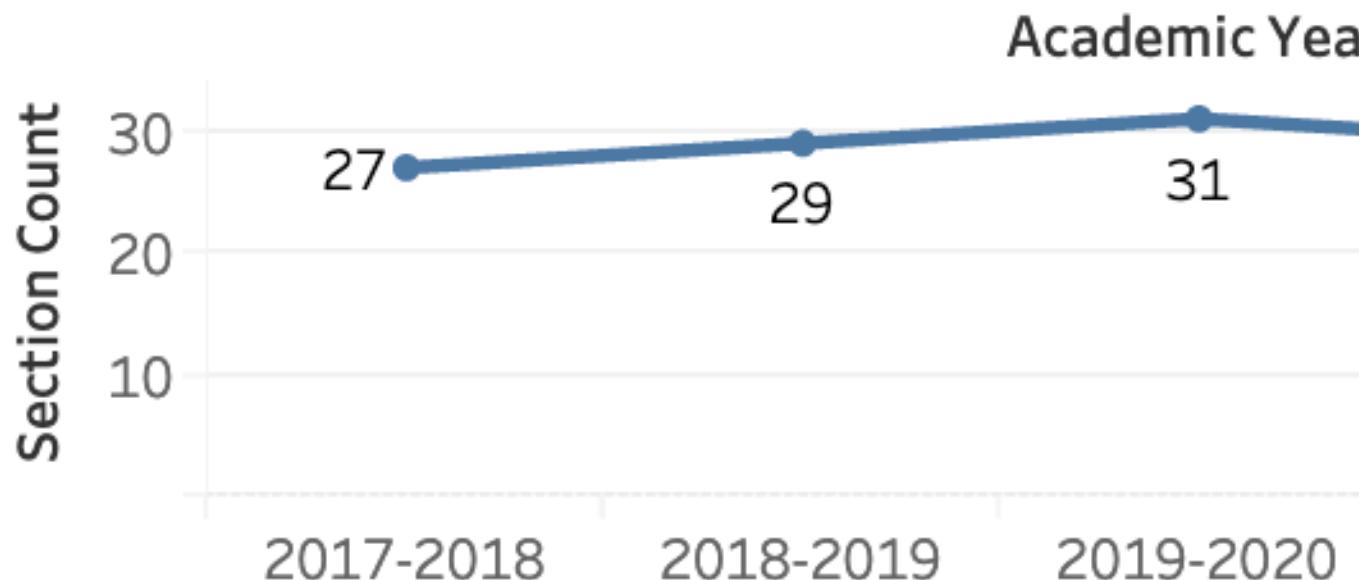
#### 7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

## Enrollments



## Section Count



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Before COVID-19, one of the COMM program's strengths was in its strong enrollment numbers. Along with the entire college, COMM enrollment data suffered between 2017-18 and 2021-22 academic years.

The program's census headcount decreased from a high of 984 in 2018-19 to a low of 748 in 2021-22, a drop by 236 or roughly 24 percent (aligning with the college-wide percentage decrease in headcount). FTE on the other hand was stable, ranging between 5 and 6. The average load in the program also saw a high of 475 in 2017-18 and decreased every academic year resulting in a low of 357 in 2021-22. Given the enrollment cap for all COMM courses of 35, the maximum load is 525.

Specific to section count, there was a high of 31 in 2019-20 and a low of 27 during both 2017-18 and 2021-22. Despite lower enrollments and load, the number of sections offered stayed consistent.

### 7B. Significant Changes in Your Program

**Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?**

As for all of higher education and the college as a whole, the COMM program's enrollment has been deeply impacted by the COVID-19 pandemic. Before the pandemic, headcount was high and increasing every few years. Specific to section count, there was a high of 31 in 2019-20 and a low of 27 during both 2017-18 and 2021-22. The fewer sections offered were due to cancellations related to low-enrollment.

Despite lower enrollments and load, the number of sections offered stayed consistent.

The COMM department continues to offer courses in a variety of modalities, including more hybrid courses (meeting once a week face-to-face opposed to twice), in addition to online/virtual/face-to-face. The COMM program will continue to examine course modalities, and as it has been since in the past, will commit to being at the forefront of distant education offerings, while maintaining a focus on quality instruction.

### 7C. Planning for Your Program

**What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.**

The COMM program already has many designated courses in college-wide programs, such as CWA, COLTS, Promise and Honors. Most programs are offered as dual-CRN's, with the exception of COLTS and Promise. Promise courses are not consistently offered in the program due to low-enrollment, which resulted in past course cancellations. However, COLTS has offered program designated sections for several years and with strong enrollment as well.

Specific to course modalities and degree completability, the COMM program will continue to commit to scheduling courses so that students can attain the degree both face-to-face or virtually (not stepping foot on campus) within a year, exceeding the college's goal of at least three years.

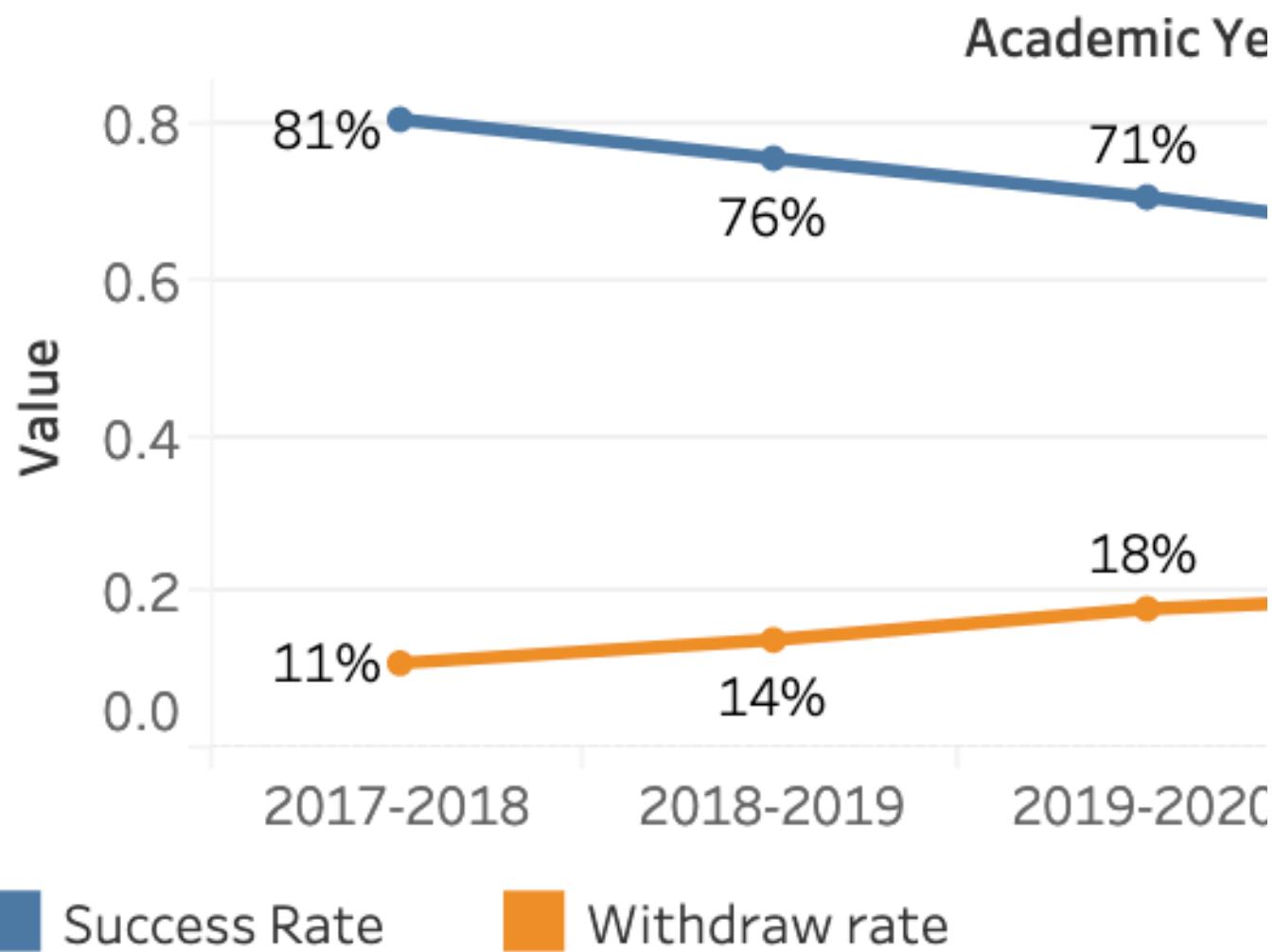
### 8A. Access & Completion

**Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your**

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certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

# Success and Withdraw Rate



In 2017-18 the COMM program's success and retention rates were 82.2% and 89.2%, respectively. In 2020-21 there was a low of a success rate of 67.8% and retention rate of 81.9%. There was a slight increase rates from 2020-21 to 202-2022 with a success rate of 69.1% and a retention rate of 82%. In summary, students are successful in program roughly 70% of the time, while retaining students at least 80% or more, which aligns with the college averages. Fill rates were consistently high in the COMM program, ranging from 80.4% to 92.5%, which is much higher than college averages ranging from 76.1% pre-COVID to 65.3% in 2021-22.

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Before 2011, there were only select COMM course offerings, which did not allow for degree attainment. Since 2012, all six course offerings were offered at least once within two years, and by 2015 all courses were offered at least once per academic year. The program will continue with this, while also allowing for degree attainment by face-to-face and online.

### 8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Department	DI Category
Communication	Access
Communication	Access
Communication	Success
Communication	Success
Communication	Withdraws

According to the graph above, there are groups experiencing a disproportionate impact in the COMM program.

- ACCESS: Seemingly, “not first gen” and “not low income groups” are not taking COMM courses at the rate that other students are taking COMM.
- SUCCESS: “First Gen” and “29-39 year-olds” are having lower success in their COMM courses. This is especially notable for the “First Gen” students, since they are slightly over represented in COMM courses.
- WITHDRAWS: The “29-39 year-olds” are withdrawing from COMM courses more frequently than other groups, which suggests that many of the non-successes in that age group is related to withdrawing from courses opposed to receiving a failing grade.

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Questions to consider: Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

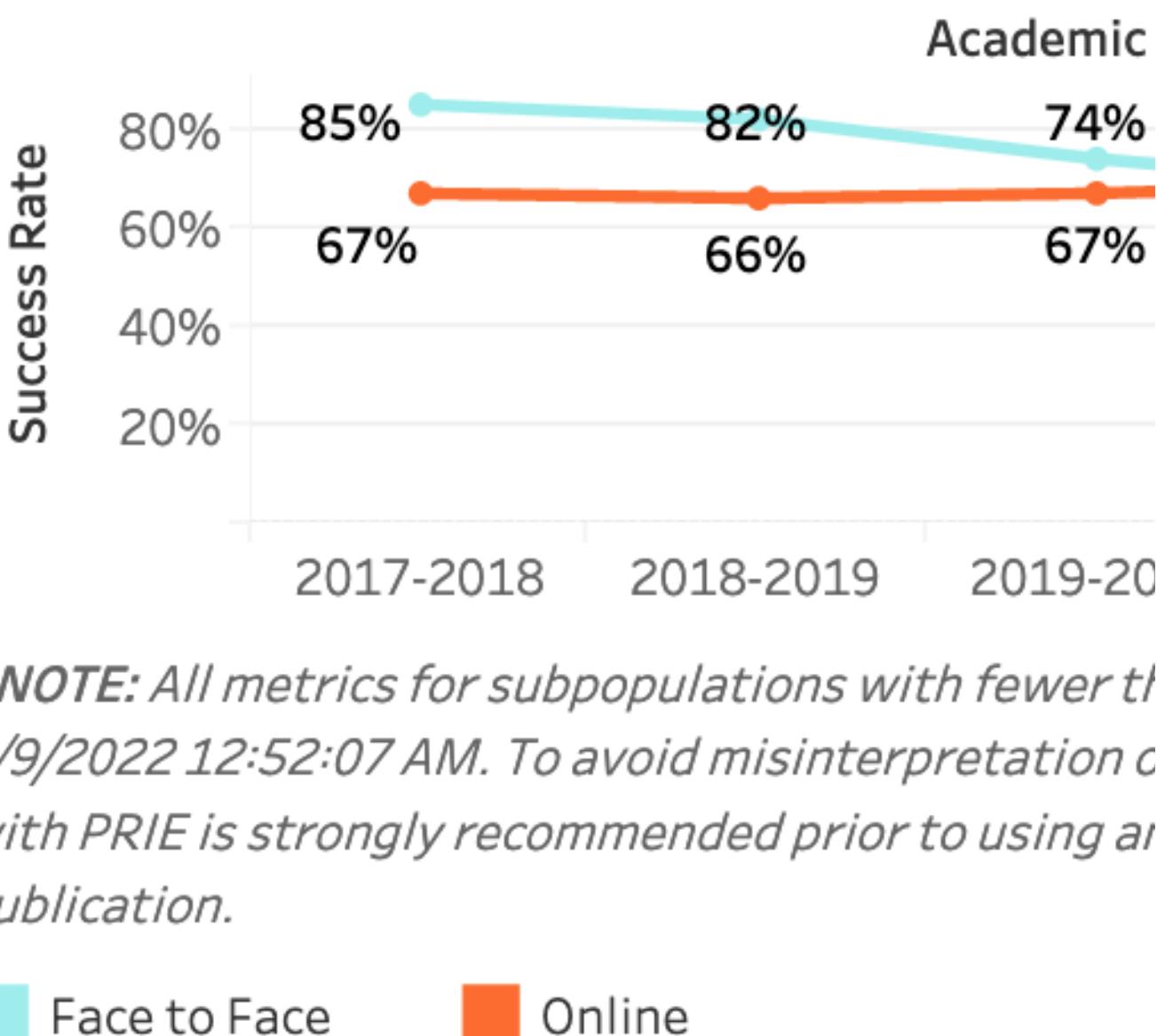
- I don't know how the COMM program and its teaching faculty can address any of the equity gaps identified above. Teaching faculty are not aware of a student's age, first generation status, or income. Therefore, I am not sure how the COMM program, for example, would address finding more "not first gen" or "not low income" students to take COMM classes. As for "first gen" students withdrawing from COMM courses than other groups, it is suggested that the college continue to inquire more about their needs and how we can best support them. Since "first gen" and "29-39 year-olds" are withdrawing more frequently than other groups (which is also classified as a non-success), can the college ask students why they are withdrawing (e.g., dropdown menu in Websmart)? However, a contributing factor related to higher withdrawal rates from a group could be a consequence of the "Excused Withdrawal" option available to students between spring 2020 and spring 2021. The excused withdrawal allowed students to withdraw from a course with a refund for up to one year after the course ends (and it did not affect their academic progress).

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### 8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

## Success Rate Modality



Examining success rates by modality, in 2017-18, success rates were higher face-to-face (85%) compared to courses offered online (67%). By 2021-22, online course success rates stayed relatively the same at 66%, while success rates in face-to-face courses dropped to 78.2%. Despite the drop, COMM program was aligned with the college metrics in online success rates ranging from 67.7% in 2017-18 to 71.4% in 2021-22.

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Specific to success in face-to-face classes, the college average success rates for face-to-face classes in 2021-22 were relatively the same compared to the COMM program at 78.4% and 78.2%, respectively. Continued examination of this data is needed, especially as we learn more about what student and faculty needs are moving forward as it pertains to teaching effectively across modalities.

### 9A. SLO Assessment - Compliance

**Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.**

All active courses are being systematically assessed over a 3-year period. The COMM program is up-to-date with its identified 3-year assessment cycle. Currently, the college is in the 3rd and final year of the cycle. In 2020-2021, year 1 of the cycle, COMM 110 and COMM 140 were assessed, aligning with 4 ILOs: Critical Thinking, Community, Communication and Creativity. In year 2 of the cycle, COMM 127 and COMM 130 were assessed, aligning with the same 4 ILOs from the year prior. Additionally, during 2021-2022, the Social Sciences PLO #2 was assessed. In the 3rd and final year of the cycle, COMM 150 and 180 will be assessed.

All course CORs were updated during Fall 2019, which included an examination and/or update of the SLOs. Due to changes to the SLOs and the COMM 2.0 degree starting Fall 2023, the COMM program's next 3-year cycle (the term ends this academic year), may result in a change to the sequence of when the courses are assessed. Additionally, the same or altering SLOs could be assessed moving forward. Further department discussions need to occur. As for dialogue, the department participated in many discussions related to student learning (e.g., interdepartmental discussions via division and program meetings).

As a college, there are two things that should be noted:

- Adjunct faculty are not paid to assess and report their findings. Therefore, some programs might be impacted by this, which may result in a program not being able to complete the 3-year cycle as planned.
- There were four MOU's regarding workload for faculty during the Fall 2020, Spring 2021, Fall 2021 and Spring 2022 semesters – see below\*. Therefore, two of the three years within the current 3-year assessment cycle may have resulted in courses not being assessed due to workload.

**\*NOTE:** For the 2020-2023 assessment cycle, "**Full-time faculty members will not be expected to engage in more than two high-volume or high-demand professional duties during [Fall 2020, Spring 2021, Fall 2021 and Spring 2022]**". High-volume or high-demand duties are any of the following:

- Service on a committee (each committee counts as one high-volume duty)
- Program review
- Curriculum development (except for DE addenda)
- SLO's"

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### 9B. SLO Assessment - Impact

**Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?**

Over the years, many conversations have occurred regarding the assessment of student learning in the classroom specific to the COMM program and courses. One of the results from course-level SLO assessment dialogues is the development of a general analytic rubric. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g., informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association. Specifically, the general analytic rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning. With the increase in online offerings in the department, further analysis on learning via distance education will be an assessment priority as well.

### 10 PLO Assessment

**Describe your program's Program Learning Outcomes assessment plan using your Program/Department's <b>Three Year Assessment Plan</b> Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?**

The Social Sciences consists of ten departments: anthropology, communication studies, economics, ethnic studies (newly added since the last program review) geography, history, philosophy, political science, psychology, and sociology, and has three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines. Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished." During the 2019-2022 assessment period, the Social Science faculty examined the following PLOs: "Evaluate diverse viewpoints related to the human experience," "Analyze Social Science concepts and theories," and "Produce evidence-based arguments." When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

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During the 3 assessment periods, between 2019-2022, 125 papers and exams were assessed. 94% (118/125) of the papers/exams received at least a 1 “acceptable” score. The average score for the PLO “Evaluate diverse viewpoints related to the human experience” was 1.52 which is slightly higher than the previous assessment period. The criterion was met. The average score for the PLO “Analyze Social Science concepts and theories” was 1.46 which is slightly higher than the previous assessment period. The criterion was met. And finally, the average score for the PLO “Produce evidence-based arguments” was 1.62 which is an increase from the previous program review assessment period. The criterion was met.

During the previous assessment period concern was noted that there was some difficulty in the assessment of analyzing social science concepts and theories as some assignments had limited ability to adequately assess this goal, which may have altered the results. During this program review period faculty noted a continued improvement in the selection of student work that fit with the PLOs assessed which assists in accurately assessing the PLOs. However, as the group would like to continue improving the selection of appropriate student writing samples, more detailed tracking of the types of student assignments previously used was proposed. Discussion of the overlap in topics within the disciplines, though from different perspectives, support the continued assessment of PLOs as a group. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

### Looking Ahead

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**Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).**

### Supporting Information

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# Communication Studies - Comprehensive Review