Program Name(s) | Assessment Coordinator | Department Chair
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COMMUNICATION | DR. LONNY BROOKS | DR. MARY

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. The rubric for SLO#4 is also attached.]

A. Program Student Learning Outcomes

1. Create, analyze, edit, and respond to written, spoken, and visual messages in multiple formats and contexts.
2. Research and evaluate effective communication including design and production techniques using quantitative, qualitative, and critical inquiry.
3. Effectively communicate as leaders and participants in collaborative and individual contexts involving divergent ideas, conflicts, and relationships across cultural and gender differences.
4. Explain and illustrate the construction and maintenance of shared communities that influence and are influenced by communication using critical, cultural, racial, socio-political, gender and justice perspectives.
5. Explain and illustrate concepts of ethical and democratic leadership applying major communication perspectives including rhetorical and discursive processes, purposes, and relevant media.
6. Explain and illustrate the role identity plays in communication within global and local contexts and in negotiating paradoxes of participation.

B. Program Student Learning Outcome(s) Assessed

4. Explain and illustrate the construction and maintenance of shared communities that influence and are influenced by communication using critical, cultural, racial, socio-political, gender and justice perspectives.

C. Summary of Assessment Process
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In 2015-2016, the Department of Communication entered Year 4 of its 5-year assessment program for the undergraduate curriculum. The Student Learning Outcome assessed this year was #4: Explain and illustrate the construction and maintenance of shared communities that influence and are influenced by communication using critical, cultural, racial, socio-political, gender and justice perspectives.

According to the Department’s current curriculum map, courses used to assess the SLO are: COMM 3107 (Introduction to Organizational Communication [Mastery, Acquiring Mastery, Developing]), 121 students/course; COMM 2550 (Queer Cultures: Knowledge and Literacy [Mastery, Acquiring Mastery, Developing]), 34 students/course; COMM 3560 Persuasion Theory and Practice [Mastery, Acquiring Mastery, Developing], 36 students/course. COMM 3107 is one of the core course requirements for the major; COMM 2550 is a new and general education elective and COMM 3560 is a required course for one of our two concentrations: the Professional Public and Organizational (PPO) Concentration. Results are summarized below. Dr. Lonny J Avi Brooks, departmental assessment coordinator, is now continuing the assessment work initiated by Dr. Terry West, who served as a member of the CLASS Faculty Assessment Coordinator Team (FACT). Undergraduate and Graduate 5 Year Assessment plans, Curriculum Maps, Alignment with University Institutional Learning Outcomes, and year end reports are posted on the CLASS website at http://www20.csueastbay.edu/class/assessment/index.html. The rubric for SLO#4 is attached with this report.

1. The assessment coordinator and participating faculty created our first uniform rubric for one of our SLOs: SLO#4.
2. The department understands that assessment rubrics must be created for the current five-year plan until semester conversion occurs, and that the process must be departmental.
3. The department will engage further discussion as in fall 2016 about the assessment process and its implementation.

D. Summary of Assessment Results

Undergraduate SLO #4 Assessment Data: Data were collected in FA 2015 and WI 2016 for COMM 3701 (n=121), COMM 2550 (n=34) and COMM 3560 (n=36). The Assessment Coordinator developed a rubric in consultation with faculty for SLO 4; assessment data consist of major assignments in the respective courses that the instructors believe most clearly assess the SLO. Rubric data for student achievement are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment</th>
<th>Mastery</th>
<th>Acquiring Mastery</th>
<th>Developing Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>3107</td>
<td>Organizational Scenario Project</td>
<td>27.8%</td>
<td>55.6%</td>
<td>16.6%</td>
</tr>
<tr>
<td>2550</td>
<td>Tumbler Post</td>
<td>32%</td>
<td>17%</td>
<td>50%</td>
</tr>
<tr>
<td>3560</td>
<td>Written assignments and persuasive speech project</td>
<td>38.89%</td>
<td>36.11%</td>
<td>25.00%</td>
</tr>
</tbody>
</table>

Interpreting the Data and “Closing the Loop”: 


*If current assessment rubrics are accepted for the SLO, COMM students in the samples are where we would expect them to be at this level for entering the major for COMM 3107 and COMM 2550 and for entering the PPO concentration for COMM 3560. The majority of students are in the Mastery to Acquiring Mastery categories from 49% to 83%.

*COMM 2550 students who had 50% in the Developing Mastery category represent an indicator of student written expression and confirm beginning to continuing student majors’ need to improve their clarity of written expression. The Department will discuss and plan for increasing student written ability.

*Sample size is one other likely explanation for why more students are achieving at 75-83% levels in Mastery to Acquiring Mastery levels.

*Different written and project assignments are used for the three classes, providing some discrepancy despite the SLO#4 Rubric created.

*Not all majors take COMM 2550 and COMM 3560 while all majors take COMM 3107.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future

I would definitely recommend that departments archive sample rubrics to adapt and to assess their course data. Creating a committee involving faculty whose courses will be assessed within the department creates a useful team.