

Please make any necessary changes to the department’s purpose statement, goals, or student learning outcomes. Remember each SLO must be assessed between program review cycles.

Communications Program Purpose Statement:

The Communication program aims to develop majors who can communicate through a variety of channels with diverse audiences.

Students who complete the major in communication can expect to develop:

Program Student Learning Outcomes	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	
Confidence and competence in presentations	Program Review	Assessment Planning					Program Review-Fall	
Effective, productive, and ethical communication skills for building personal and organizational relationships								
Knowledge about the mass media and how those media affect how we communicate				X				
Knowledge of how advertising and publicity messages are used and the ability to craft such messages					X			
Skill in using communication technology and in evaluating how technology affects communication						X		
The ability to effectively communicate within and across gender and cultures								X
Strategies for effectively managing conflict						X		
Competence in constructing and analyzing arguments intended to influence beliefs, attitudes, values, and practices					X			
Knowledge of theories that explain interpersonal, organizational, and mass mediated communication, and competence in systematic inquiry, including an understanding of the limitations of conclusions reached				X				
Strategies to collect accurate information through observation, interviews, and research			X					
Ability to recognize and correct errors in standard written English and in improving the style and structure of written texts.				X				

Program Student Learning Outcomes	2015-2016		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students who complete the applied communication emphasis will develop competence in:								
Ability to effectively communicate within and across gender and cultures	Program Review	Assessment Planning					X	Program Review-Fall
Strategies for effectively managing conflict					X			
Competence in constructing and analyzing arguments intended to influence beliefs, attitudes, values and practices.						X		

Program Student Learning Outcomes	2015-2016		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students who complete the digital communication emphasis will develop competence in:								
Skill in obtaining still images, audio, and video, and combining these media with text to tell stories effectively	Program Review	Assessment Planning					X	Program Review-Fall
Recognizing and correcting errors in standard written English and in improving the style and structure of written texts					X			
Competence in designing, laying out, and publishing content online and in print.							X	

1. Select Your Department	Communication
2. Has the program's purpose, SLOs, or program review year changed from the above document?	No
Upload the edited Purpose/SLO doc here.	
3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.	No
Upload program review pdf.	
1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.	
-Capstone work product (e.g. written paper, presentation, research)	yes
Please describe any other direct evidence gathered this year	We examined the capstone, senior projects, which consisted of an oral history project that was written or filmed and then presented to an audience.
2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.	
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	yes
Please describe any other indirect evidence gathered this year:	
3. Please select how the evidence was evaluated, analyzed, or interpreted.	
-Used a rubric/scoring guide	yes
-Compiled survey results	yes
4. Enter the number of students assessed for each SLO.	8
5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.	<p>Direct Assessment: Senior Seminar Capstone Project</p> <p>Student projects can be unsatisfactory, basic, proficient, or distinguished. Four students produced distinguished projects. One student completed a proficient project. Two students' projects were basic. One student's project was unsatisfactory. The goal is for 90% of students to earn basic or above. With such a low number of majors (8) in this class, just one earning an unsatisfactory designation causes us to miss the goal.</p> <p>Indirect measure: Additional questions on the course evaluation for the Senior Seminar class, asking students to evaluate the program. Responses on the evaluations are positive and indicate students are satisfied with the program. (No quantitative data is provided as all questions asked were open ended.) Survey results are attached to question 6 below.</p>
6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)	app.captainform.com/upload_dld.php?fileid=484947fa5bc75a17957c204554f0060a
7. What describes how the program plans to use the results?	
-Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)	yes
Please describe any other uses not listed:	Because the student who struggled to complete his/her capstone assignment did so severely, a new pre-requisite has been implemented. Before a student can be invited to participate in the oral history project, s/he must earn a "C" or better on the fall semester senior seminar mini-literature review assignment. If a student can not write well enough (or research, plan, and/or organize well enough) to complete that project, they will likely be unsuccessful completing the oral history project. Though one might argue that we should allow a student to create an unsatisfactory project, because it is a service learning project and there is a community recipient of the service, this is an unacceptable outcome.

1. The department will submit a program review NEXT YEAR.	No
2. SLO(s) the department will assess NEXT YEAR is/are:	1. Students develop strategies for effectively managing conflict. 2. Students have the ability to recognize and correct errors in standard written English and in improving the style and structure of written texts.
3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.	
-Assignment/exam paper completed as part of regular coursework and used for program-level assessment	yes
-Capstone work product (e.g. written paper, presentation, research)	yes
Please describe any other direct evidence planned for next year:	For the first SLO, we will examine the students' service learning project completed in coordination with Washington Elementary School where students will teach elementary students about effective conflict strategies. We will also examine the scores on exams in the conflict classroom. The goal will be for 90% or more students to earn at least a Basic score or above on these projects/exams. For the second SLO, we will examine the written work of the students' capstone projects in Senior Seminar. At least 90% of students will receive a Basic score or above on this project.
4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.	
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	yes
Please describe any other indirect evidence planned for next year:	Because we are gathering longitudinal data, the same student survey inquiring about the students' experience in the course will be used. (Questions can be seen on the attachment to question 6 in the section above.)
5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?	90
6. Is the department interested in learning how to apply for an assessment grant?	No