



## Annual Assessment Report 2021-2022

### BS Communication

### Communication

### College of Letters, Arts, and Social Sciences

#### CONTACT

Name of Program Assessment Lead Kang Hoon Sung

Name of Person Completing Report Kang Hoon Sung

#### DISCIPLINARY ACCREDITATION No

#### DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Department Website - provide URL: <https://www.cpp.edu/class/communication/about/learning-outcomes.shtml>
- Published in alternative place. Please specify: <https://www.cpp.edu/class/communication/about/learning-outcomes.shtml>

#### ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 2

**How many SLOs did your program assess this past year in 2021-2022?**

- My program assessed SLOs in AY 2021-2022

**Please list the SLOs examined**

- SLO #1: Oral Communication: Students will master the ability to orally present well-supported and well-reasoned original ideas and arguments in a clear, concise, and organized fashion.
- SLO #2: Written Communication: Students will master the ability to write clear, concise, and compelling messages appropriate to the platform they are using and the community they are engaging.

**Student Learning Outcome (SLO): Oral Communication: Students will master the ability to orally present well-supported and well-reasoned original ideas and arguments in a clear, concise, and organized fashion.**

| Assessment Activities   | Evidence Used  | Evaluation and Interpretation of Evidence                                      |
|---|--|--|
| <ul style="list-style-type: none"> <li>Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li> </ul> |  |  |
| <ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> </ul>                      | <ul style="list-style-type: none"> <li>Oral performance (e.g., presentation, defense, conference presentation, etc)</li> </ul> | <ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul> |

| Findings       |  |                                      |                                      |
|----------------|--|--------------------------------------|--------------------------------------|
| N of Artifacts | Criterion Used   | Goal Met                             | Eye-opening Result                   |
| 10             | Average score should be greater than or equal to 3 ("Proficient")(1 - Introductory, 2 - Developing, 3 - Proficient, 4 - Mastery) | We have not analyzed the results yet | We have not analyzed the results yet |

**Student Learning Outcome (SLO):** Written Communication: Students will master the ability to write clear, concise, and compelling messages appropriate to the platform they are using and the community they are engaging.

| Assessment Activities   | Evidence Used   | Evaluation and Interpretation of Evidence                                      |
|---|---|--|
| <ul style="list-style-type: none"> <li>Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)</li> </ul> |   |  |
| <ul style="list-style-type: none"> <li>Collected direct evidence (e.g., student work, exam items, etc.)</li> <li>Scored direct evidence of student learning</li> </ul>                      | <ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework</li> </ul> | <ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul> |

| Findings       |   |                                      |                                      |
|----------------|---|--------------------------------------|--------------------------------------|
| N of Artifacts | Criterion Used  | Goal Met                             | Eye-opening Result                   |
| 10             | Average score should be greater than or equal to 3 ("Proficient") | We have not analyzed the results yet | We have not analyzed the results yet |

## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2021-2022? Select all that apply.**

- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.**

- Program/department faculty as whole
- A committee of program/department faculty
- Program/department assessment committee
- College assessment committee

**The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2021-2022 so that others may learn from your experiences.**

The department went through the Program Review in Spring 2022. Internal and external reviewers evaluated our program and provided some valuable insights and encouragement. Specifically, in regard to assessment, the reviewers commended the department for continuously conducting exit surveys to assess the student learning outcomes of our graduating students. But they mentioned that an entry survey might be useful to better understand their areas of growth. Following their recommendations, we developed an entry survey during summer 2022, and collected our first data late summer 2022. We have not analyzed the data yet.

**CPP's GI2025 goals What assessment-related efforts do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)**

Continuing our effort from last year, the assessment committee is paying attention to the data we receive through the CSU dashboard. The program is currently working on 1) closing the GPA gap between URM and non-URM students in courses with the highest URM/non-URM closing the GPA gap between URM and non-URM students in courses with the highest URM/non-URM gap percentages, and 2) referring student subject tutors to the Learning Resources Center for COM classes with the highest DFW rates and possibly also for classes with large URM/non-URM GPA gaps. We noticed some discrepancies in the numbers and were wondering if we could have a meeting with the assessment office to better understand these metrics.

**Does the program offer a certificate or credential (e.g., teaching credential)?**

- No

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

**Assessment Plan**

Yes

**Curriculum Matrix**

Yes