



## Annual Assessment Report 2023-2024

### BS Communication – Communication Studies, Public Relations, Multimedia Journalism

#### Department of Communication

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

#### CONTACT

Name of Program Assessment Lead Dana Marshall

Name of Person Completing Report Dana Marshall

#### 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>

#### ASSESSMENT ACTIVITIES IN 2023-2024

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2023-2024**. 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?

- 5

**How many SLOs did your program assess this past year in 2023-2024?**

- My program assessed SLOs in AY 2023-2024 (e.g., artifact collection, scoring, closing the loop, etc.).

**Please list the SLOs examined**

- SLO #1: Students will demonstrate the ability to develop original research ideas collect and analyze data using the appropriate research methods, and write theoretically and practically significant research studies.

**Student Learning Outcome (SLO):** Students will demonstrate the ability to develop original research ideas collect and analyze data using the appropriate research methods, and write theoretically and practically significant research studies.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Collected/Analyzed/Developed/Modified/Discussed assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Assignment/exam/paper completed as part of regular coursework (Direct)</li> </ul>	<ul style="list-style-type: none"> <li>Used rubric or scoring guide</li> </ul>
<ul style="list-style-type: none"> <li>Closing the loop (e.g., investigated other pressing issues related to SLO achievement, change course sequence, etc.). Please explain: Used assessment findings to determine which artifacts are most appropriate for assessing the research SLO, updated relevant course materials to align with SLO.</li> </ul>		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
7	An average score of 3.0 or higher	No	Our rubric for the research SLO focuses on Critical Thinking (avg 2.07), Information Literacy (avg 2.47), Written Communication (avg 2.17), and Analytical Reasoning (avg 2.27). The artifacts examined were from an introductory research methods class, suggesting that students aren't quite reaching the proficiency standard that we expect our graduates to meet. To close this loop, we plan to assess work from our new capstone class using the newly developed rubric (applied for the first time this year). We hope to compare the assessment scores between artifacts from our introductory research class (evaluated this year) with our senior-level capstone (which students take before the graduate). We hope to see students meeting the proficiency standard in the senior-level course and be able to see meaningful change across different levels of the curriculum. This has helped us as we have undergone significant updates to the capstone class requirements, using the research SLO findings.

## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2023-2024? Select all that apply.**

- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)

**Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2023-2024? Select all that apply.**

- Program/department faculty as whole
- Program/department 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 2023-2024 so that others may learn from your experiences.**

Our Assessment Committee continued to refine our exit survey to be more succinct and accessible to encourage graduating seniors to complete it. In addition, our department had some curricular changes in oversight of our public speaking courses as well as the implementation of our new senior capstone requirement. With these changes, there were opportunities to close the loop based on recent assessment findings, as well as planning for future artifact collection and assessment.

**Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), CPP's [Student Success Dashboard](#) on Tableau, [CPP's Graduating Senior Survey](#) on Tableau, course evaluations, etc.**

We are closely examining data from various sources including CPP's GI205, the CSU Dashboard, and CPP's Student Success Dashboard. With enrollment declines, we have been working to identify courses with high DFW rates as well as monitoring where we are losing majors. We have continued to work to understand and reduce DFW rates as well as any course areas where we see significant performance gaps between our underrepresented minority students (URMs) and non-URM students. We have revised our graduating senior survey to encourage higher participation and completion rates.

**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