



## Annual Assessment Report 2022-2023

### BS Communication (Public Relations, Multimedia Journalism, Communication Studies)

#### Communication

#### College of Letters, Arts, & 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/docs/student-learningoutcomes/communication-student-learningoutcomes.pdf>

#### ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. 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 2022-2023?**

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

**Please list the SLOs examined**

- SLO #1: 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: Student will master the ability to write clear, concise, and compelling messages appropriate to the platform they are using and community they are engaging.

**Student Learning Outcome (SLO):** 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>Interpreted and made meaning of findings for direct evidence</li> </ul>		
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</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)	Yes	According to the rubric assessment, students demonstrated proficiency in all areas of oral communication

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

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> <li>Interpreted and made meaning of findings for direct evidence</li> </ul>		
<ul style="list-style-type: none"> <li>Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)</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)		Several aspects of Written Communication didn't meet our goals according to the rubric. However, the committee discussed that some of these issues can be easily resolved with clear guidelines.

## IMPROVING THROUGH ASSESSMENT

**Overall, what best describes how the program used the results in 2022-2023? Select all that apply.**

- 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 2021-2022? Select all that apply.**

- 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 2022-2023 so that others may learn from your experiences.**

Aside from revising our Exit Survey, we have also created an Entry Survey specifically tailored for incoming students. By comparing their initial data with their exit responses, we anticipate gaining deeper insights into their progress throughout our program.

**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](#), course evaluations, etc.**

We are closely examining data from various data sources, including CPP's GI205, the CSU Dashboard, and CPP's Student Success Dashboard. Our primary focus is on courses identified as bottleneck courses with the highest DFW rates, as well as those exhibiting the most significant GPA gap between underrepresented minority (URM) and non-URM students. We have noticed some data discrepancies and are working to clarify them.

**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**