COMMUNICATION STUDIES

1. **Executive Summary**

0. Executive Summary

Communication is fundamental to all human endeavors. The study of communication examines the ways humans use communication to shape identity and ideas. Graduates of this major will transfer with both an understanding of key communication theories as well as demonstrated proficiency in communication skills. Communication studies majors will explore a variety of communication contexts, from intimate relationships, to public address, to new and emergent media, exploring the many ways communication shapes our identities and our realities.

The Communication Studies Department is one of nine departments in the Social Sciences (anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology). The Communication Studies (COMM) Department offers two degrees: AA or AA-T. Both degrees have the same core and selective requirements:

CORE REQUIREMENTS: 9 UNITS

Public Speaking (3 Credits in COMM 110

Intercultural Communication (3 Credits in COMM 150)

Introduction to Communication Studies (3 Credits in COMM 180)

SELECTIVE REQUIREMENTS: 9 UNITS

Selective Units: Group A: 6 Units

6 Credits in COMM 127 or 130 or 140

Selective Units: Group B: 3 Units

3 Credits in ANTH 110 or ENGL 110 or PSYC 100 or SOCI 100

The COMM department offers all six courses within one academic year, with three of those courses being offered in the summer (two core, one selective): COMM 110, COMM 130 and COMM 150. The three other courses, COMM 127, COMM 140 and COMM 180 are offered once a year, with COMM 127 typically offered in the Fall and two others every Spring. And honors dual-CRN option of COMM 110 is offered both Fall and Spring in which 8-12 students participate in per semester, making it the highest enrolled honors dual-CRN course at Cañada. The consistent course offerings allow students to complete the Communication Studies degree requirements within one academic year. As of Spring 2014, COMM 150 has been offered face-to-face and fully online throughout the academic year, including summer session, and is the only online non-oral communication course offered in the district. In the Spring of 2014, Cañada was 1 of 3 campus approved to participate in a state-wide pilot program with the CSU Chancellor's Office in determining which courses at California Community Colleges may be applied to Area 1 (Oral Communication) of the GE Breadth transfer curriculum fully online. Starting Fall 2014, Cañada offered the first and only Public Speaking (COMM 110) course in the state fully online (the two other campuses approved offer COMM 130 & 140).

A long-term goal of the department is to offer all degree related courses within one semester. Given that the department was only offering two course options in Fall 2011 and now we have six, the department is clearly growing at an exciting pace.

One of the strengths of the Communication Studies department is its strong enrollment numbers. The program's census headcount has steadily increased from Fall 2011 to Spring 2015. In the 2011/12 academic year the headcount was 621 and in 2014/15 it is was 968, a 56 percent increase over four academic years. There was also an increase of 12 additional sections being offered in the department over the same period of time. Additionally, the total number of full time equivalent students enrolled at first census (or FTES) has increased from 63.38 in 2011/12 to 97.67 in 2014/15, a 54 percent increase. As for load, all COMM courses have an enrollment cap of 35 students. Therefore, the maximum load for the COMM department is 525. Since 2011, the department load was high, exceeding 500 with the exception of the 2013/14 academic year, which was at 493.

2. **Program Context**

   1. Mission: How does your program align with the college's mission? If your program has a mission statement, include it here
      COMMUNICATION STUDIES DEPARTMENT

      Communication is fundamental to all human endeavors. The study of communication examines the ways humans use communication to shape identity and ideas. Graduates of this major will transfer with both an understanding of key communication theories as well as demonstrated proficiency in communication skills. Communication studies majors will explore a variety of communication contexts, from intimate relationships, to public address, to new and emergent media, exploring the many ways communication shapes our identities and our realities.

      CAÑADA COLLEGE'S SOCIAL SCIENCES

      The Communication Studies Department is one of 9 departments in the Social Sciences. Below you will find the mission, vision and values of the program.

      Mission:
      The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

      The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.

      Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

      Vision:

      Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty

demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:

The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:

· Nurturing new generations of social scientists;

· Fostering innovative research;

· Mobilizing necessary knowledge on important public issues.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.
Does not apply as the COMM department is directly influenced by transfer agreements with 4-year institutions.

3. Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group? recommendations for your program.
The field of Communication Studies is directly impacted by the job market. For the past several years, employers state more than ever that they want applicants with strong interpersonal and public speaking skills, yet feel graduates too often come unprepared in these areas. Currently, only the CSUs require oral communication as part of their transfer curriculum, whereas the UCs do not. There are also many private and out-of-state institutions that do not require oral communication. With the high demand on strong oral communication skills both publicly and personally, Cañada's Communication Studies department continues to focus on these two areas; they are actually the most commonly offered courses in the department. Community needs, employment needs, licensing or accreditation does not apply.

3. **Looking Back**
   4. Curricular Changes: List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

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A long-term goal of the department is to offer all degree related courses within one semester. Given that the department was only offering two course options in Fall 2011 and now we have six, the department is clearly growing at an exciting pace.

Please see the general course cycle offered by year below.

Year 1	Year 2
Fall Semester: • COMM 110 w/honors (f2f & online) • COMM 127 • COMM 130 • COMM 150 (f2f & online)	Fall Semester: • COMM 110 w/honors (f2f & online) • COMM 127 • COMM 130 • COMM 150 (f2f & online)

Spring Semester: • COMM 110 w/honors (f2f & online) • COMM 130 • COMM 140 • COMM 150 (f2f & online) • COMM 180	Spring Semester: • COMM 110 w/honors (f2f & online) • COMM 130 • COMM 140 • COMM 150 (f2f & online) • COMM 180
Summer: • COMM 110 • COMM 130 • COMM 150 (online only)	Summer: • COMM 110 • COMM 130 • COMM 150 (online only)

5. (A) Progress Report-IPC Feedback: Provide your responses to all recommendations received in your last program review cycle.

Two relevant questions/comments were posited in the last program review cycle. Both are addressed below.

1. The COMM department requested iPads to use as feedback and instructional tools, especially in the oral communication courses. For example, 4 of the 6 courses offered in the department are oral communication courses, meaning that students will need access to presentation technology in the room, including the professor's computer. This leaves the professor unable to provide feedback electronically, which can slow down the grading/feedback process. Additionally, iPads can also be used in lieu of a laptop, which can improve in-class presentations and pedagogical approaches. The reviewers agreed with the justification for iPads in the prior program review although the purchase was not approved. The reviewers also agreed that the iPads would be a great resource for the Social Sciences Hub. A request for iPads will be made again in this year's program review.
2. The reviewers agreed with the justification for assistance in departmental data analysis with regard to SLO assessment. They also asked how many faculty were actually using one specific testing tool discussed in the program review. Specific to the COMM department, over the past 5 years, we have requested assistance in analyzing the data from the PRCA-24 pre-and post-tests. Most faculty in the department participated in the tests, but the data has yet to be analyzed, and because of this, it is no longer used.

The text in black font reflect the action plan comments from the last program review cycle. All progress is noted in green font.

Upon reflection of the action plans discussed on TracDat for five courses offered during the 2012-2013 academic year (COMM 110, COMM 130, COMM 140, COMM 150, COMM 180), all assessments used deemed fruitful results. Further improvement of the assignments and grading rubrics is encouraged in order to improve transparency for students.

Currently all SLOs for each of the six COMM courses have been assessed each semester that they have been offered. Because COMM 127, COMM 140 and COMM 180 are only offered once a year, the assessment results reflects this. And, since it has only been a few years since we have offered all six courses consistently (prior to Fall 2011 we only offered two courses: COMM 110 and COMM 130), we are now just to the point in which all of the courses can be assessed within the required 4 year cycle.

The inclusion of the PRCA-24 pre- and post-test, the valid nationally used Communication Studies instrument, in all COMM courses is encouraged. This survey could provide meaningful information regarding the efficacy of the program not only semester-to-semester, or from year-to-year, but over time. Such an instrument can help us understand the COMM program as a whole and how well it addresses student learning over a period of time.

Because the department has several years of results from the PRCA-24 pre-and post-tests that were never analyzed, the department decided to stop administering the test. Instead, for oral presentations, the department uses a general analytic rubric. The rubric follows The National Communication Association's oral communication standards and was tested for validity and reliability.

In order to improve the COMM department's assessment of student learning, in collaboration with community college and 4-year university faculty, I developed a valid and reliable rubric for all courses requiring oral communication. This rubric was implemented in Fall 2013.

As stated above, the rubric is now used as a primary general assessment tool for the COMM department.

One course will be taught online in Spring 2014 and two courses were approved as hybrid options, Public Speaking and Interpersonal Communication. Further examination of distance education courses in Communication Studies is needed.

We now offer two fully online courses: Public Speaking (COMM 110) and Intercultural Communication (COMM 150). COMM 110, an oral communication course, is part of a 3-year pilot program through the CSU Chancellor's Office examining if Area 1 of the GE transfer curriculum can be offered fully online. COMM 150 does not satisfy the oral communication requirement and therefore can be offered fully online without issue.

Continue to link course-level SLOs and assessments to the PLOs.

The Social Science Program encourages each of the nine departments to align the course-level SLOs with the three SS PLOs. The COMM has done this and will continue to do so.

6. (A) Impact of Resources Allocation: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write not applicable.

   Several years ago the COMM department requested to purchase two lecterns for the classrooms most used by COMM faculty. The lecterns allow students the option to speak in a more professional space. Additionally, students are able to use the lecterns to assist in more effective delivery by emphasizing use of equipment, placement and use of note cards, and overall body movement. No measurable impacts were recorded.

   Last year the COMM department requested the purchase of iPads, but the purchase was not approved. Three Ipads were requested ($300-$500 each). Because the classrooms do not have computers or laptops in them, faculty are required to bring their own. Currently, all adjunct faculty in the department have their own laptops, but when students are presenting their speeches, the faculty either have to allow the students to use their laptops to use the projector, or students have to bring their own laptop or share. Most faculty allow students to use their laptops, which does not allow faculty to grade their presentations electronically. By purchasing Ipads, faculty could allow the students to still use their laptop for visual aid purposes, while also having the option to provide feedback electronically. The electronic feedback could be given right away through resources such as turnitin.

   (B) Impact of Staff Changing: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable"

   N/A

4. Current State of the Program

7. (A) Connection & Entry-Observation: Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

	Census Headcount	End of Term Headcount	FTEF	FTES	WSCH	Load	Sections	Max Enroll	Fill Rates
			Productivity by Year						
2011/12	621	527	3.60	63.38	1,901	528	20	630	98.6%
2012/13	700	634	4.20	70.89	2,127	506	23	735	95.2%
2013/14	778	713	4.80	78.92	2,367	493	27	844	92.2%
2014/15	968	840	5.80	97.67	2,930	505	32	1,014	95.5%

PROGRAM ENROLLMENTS

Program census headcount has steadily increased from Fall 2011 to Spring 2015. In the 2011/12 academic year the headcount was 621 and in 2014/15 it is was 968, a 56 percent increase over four academic years. There was also an increase of 12 sections being offered in the department over the same period of time.

FTES

The total number of full time equivalent students enrolled at first census (or FTES) has increased from 63.38 in 2011/12 to 97.67 in 2014/15, a 54 percent increase.

LOAD

All COMM courses have an enrollment cap of 35 students. Therefore, the maximum load for the COMM department is 525. Since 2011, the department load was high, exceeding 500 with the exception of the 2013/14 academic year, which was at 493.

FILL RATES

Even with the department growth in headcount and number of sections, the COMM department maintained a high fill rate of 92 percent or higher over the past four academic years.

> (B) Connection & Entry-Evaluation: Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.
>
> Because enrollment and productivity of the COMM department are high and better than they have been in the past, no changes are recommended.

8. (A) Progress & Completion-Observation: Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.
   ETHNICITY

Course Success and Retention by Ethnicity

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2011/2012	African Am.	26	17	65%	22	85%
	Asian	39	27	69%	31	79%
	Filipino	18	15	83%	16	89%
	Hispanic	224	156	70%	195	87%
	Unknown	104	83	80%	88	85%
	White	194	158	81%	175	90%
	Totals & Averages	605	456	75%	527	87%
2012/2013	African Am.	28	21	75%	24	86%
	Asian	42	33	79%	36	86%
	Filipino	20	18	90%	19	95%
	Hispanic	250	191	76%	226	90%
	Native Am.	2	2	100%	2	100%
	Unknown	127	104	82%	115	91%
	White	230	191	83%	212	92%
	Totals & Averages	699	560	80%	634	91%
2013/2014	African Am.	24	20	83%	22	92%
	Asian	59	46	78%	48	81%
	Filipino	15	13	87%	14	93%
	Hispanic	289	230	80%	262	91%
	Native Am.	2	2	100%	2	100%
	Unknown	146	124	85%	140	96%
	White	243	215	88%	225	93%
	Totals & Averages	778	650	84%	713	92%
2014/2015	African Am.	38	26	68%	31	82%
	Asian	96	81	84%	85	89%
	Filipino	37	26	70%	29	78%
	Hispanic	318	236	74%	269	85%
	Native Am.	5	3	60%	4	80%
	Unknown	216	165	76%	190	88%
	White	254	214	84%	232	91%
	Totals & Averages	964	751	78%	840	87%

Over the past four academic years and across all identified ethnicities, retention rates have been high ranging from 78 percent to as high as 100 percent, which is higher than the college averages. Unfortunately, success rates across ethnicities are not as high. For example, African American and Native American succeed at a lower rate than other ethnicities, with the lowest rate 60 percent. However, students that identify as being white and "unknown" succeed at the highest rates. Although students that identify as being Hispanic make up the majority of the students, they succeed at a lower rate whites and "unknowns".

GENERO

GENDER

Course Success and Retention by Gender

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2011/2012	Female	349	273	78%	308	88%
	Male	249	178	71%	214	86%
	Unreported	4	4	100%	4	100%
	Totals & Averages	602	455	76%	526	87%
2012/2013	Female	420	347	83%	387	92%
	Male	275	209	76%	243	88%
	Unreported	1	1	100%	1	100%
	Totals & Averages	696	557	80%	631	91%
2013/2014	Female	448	376	84%	405	90%
	Male	319	265	83%	297	93%
	Unreported	8	6	75%	8	100%
	Totals & Averages	775	647	83%	710	92%
2014/2015	Female	578	456	79%	501	87%
	Male	368	283	77%	326	89%
	Unreported	16	11	69%	12	75%
	Totals & Averages	962	750	78%	839	87%

More females than males enroll in communication courses. Last year during the 2014/15 academic year, 210 more females than males were enrolled in COMM classes. Both sexes succeeded and retained at similarly high rates.

AGE

The COMM department's enrollment trends based on age reflects the college's average age at 18-22 and 23-28. Both groups succeeded and retained at similarly high rates, 78/77 percent and 88/87 percent, respectively.

ENROLLMENT STATUS

The large majority of the students are continuing students. For example, during the 2014/15 academic year 777 out of 964 are continuing students. Continuing students enrolled in COMM classes succeeded at a rate of 79 percent and retained at rate of 88 percent.

DAY/EVENING

As for day and evening students, only 29 percent of the students were enrolled in evening courses. Success and retention rates were not provided.

(B) Progress & Completion Online-Observation: Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

The online headcount increased considerably over the course of one year. In the 2013/14 academic year, 37 students were enrolled compared to 223 in 2014/15. Prior to 2014, no fully online courses were offered in the department. This increase is due to the COMM department participating in the oral communication online CSU pilot program and offering COMM 150 (not articulated as an oral communication course), which increased the number of online course offerings. Additionally, the department increased the number of online sections offered during the summer sessions. The first year that fully online COMM courses were offered (2013/14), students succeeded a 86 percent and retained at a rate of 95 percent. However, in 2014/15, with the rise in enrollment came a decrease in success and retention at 58 percent and 75 percent, respectively. Also in 2014/15, the success and retention rates were considerably higher in face-to-face courses at 85 percent and 92 percent, respectively, based on 691 students enrolled.

(C) Progress & Completion-Evaluation: Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Due to strong enrollment trends, I do not believe there to be any significant factors or barriers influencing success for students enrolled in the COMM department. One area of potential

concern is the low success and retention rates in the fully online courses. Because there was a jump in the number of fully online course offerings from one year to the next, further examination of the enrollment data over time is needed.

9. (A) SLO Assessment-Compliance: Are all course SLOs being systematically assessed at least once every 4 years? Describe the coordination of SLO assessment across sections and over time

Please see the attached TracDat Report for the assessment plans, results and action plans by course. In the results section of the TracDat report, you will find that all six courses were assessed and met the minimum criterion. Coordinator by the full-time faculty member with all of the adjunct faculty teaching in the COMM department occurs at the end of every semester requesting SLO results from all of the courses taught.Because COMM 127, COMM 140, COMM 180 are only offered once a year, they are not assessed as frequently as the other courses and therefore have less results entries; however, all of the SLOs are assessed within the required 4-year cycle.

In order to have a better idea of the course-level SLOs and examples of assessment tools used, please see the table below (Note: some of the SLOs were updated/improved during the last course modification process which are not reflected in the table below)

Course	SLOs	Assessment Tools
COMM 110	1. Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines 1. Analyze the role of the audience, both from a speaker's perspective and from the audience perspective, engaging in critical and analytical listening. 1. Develop greater confidence to effectively present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery.	1. General analytic rubric specific to assessing learning in oral communication courses 1. Self-evaluation/self-assessment 3. Speaking outline/plan
COMM 127	1. Create and compose argumentative texts and/or oral presentations. 2. Distinguish between factual statements and inferential reasoning in texts and oral rhetoric	1. General analytic rubric specific to assessing learning in oral communication courses 2. Debate outline/speaking plan

	3. Evaluate the validity and soundness of arguments.	3. Debate outline/speaking plan; research paper; exams
	4. Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations.	4. Debate critiques/analysis
COMM 130	1. Describe the field of communication and explain the theories, models, and concepts particular to the study of interpersonal communication	1. Chapter presentations; other forms of presentation (all presentations include a speech plan/outline); exams; essays
	1. Analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in the interpersonal relations.	1. Self-concept presentation and speech plan/outline with reflection
	1. Utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication as well as for their fellow students.	1. Conflict resolution paper (e.g., identify problem, describe stage of the relationship, define level of self-disclosure, and action plan to improve conflict);
COMM 140	1. Identify and explain theories of group communication within the larger spectrum of communication studies.	1. Group presentation; portfolio
	1. Demonstrate understanding of group roles and processes 2. Compare different approaches to group tasks and evaluate the effectiveness of different approaches for different tasks and goals.	1. Group presentation; portfolio; exam; essay
	1. Collaborate effectively with peers to organize and prepare a group project	1. Reflection paper; group presentation; portfolio
		1. Group presentation; portfolio
COMM	1. Identify and apply terminology,	1. Bibliographic research paper;

150	concepts and theoretical constructs of intercultural communication to a variety of intercultural contexts	exam; reflection paper; communication journal review paper
		1. Essay (e.g., Film analysis; Cultural Research Paper);
	1. Identify major US and non-US cultural patterns that influence human communication and analyze prominent intercultural value theory. 2. Explain how context influences communication and distinguish the difference between high-context and low-context orientations toward communication.	1. Research paper; exam
COMM 180	1. Identify and apply terminology, concepts and theoretical constructs of human communication to a variety of contexts.	1. Presentations with speech plans/outlines; research paper; portfolio (see rubrics)
	1. Define fundamental characteristics of communication through the transactional model of communication	1. Presentations with speech plans/outlines; class participation
	1. Describe the perception process and common influences that alter interpretation of a message. Describe the characteristics of verbal and nonverbal messages.	1. Essay papers; portfolio

(B) SLO Assessment-Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples

Over the years, many conversations have occurred in the COMM department regarding the assessment of student learning in classroom. One of the results from course-level SLO assessment dialogues is the development of a general analytic rubric. This particular general analytic rubric is one that can be used across oral communication courses (e.g., COMM 110, 127, 130 & 140) and all types of speeches (e.g.,

informative, special occasion). In collaboration with community college and 4-year university faculty from the Bay Area, the small group developed a valid and reliable rubric that assesses student learning for all oral communication assignments. The rubric developed also reflected the guidelines proposed by The National Communication Association. Specifically, the general analytic rubric included scale levels of achievement and content dimensions stating expectations within each scale. The rubric was shared with the department faculty and is currently being used for assessing student learning for speeches given in oral communication courses. Application of the rubric along with other assessment tools, have provided students with feedback while also being used to report student learning.

10. (A) PLO Assessment-Plan: Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

The Social Sciences consists of nine departments: anthropology, communication studies, economics, geography, history, philosophy, political science, psychology, and sociology, and have three PLOs. Mostly these are one full-time person departments. In order to assess the PLOs efficiently, the Social Science faculty have created a general analytic rubric to be used across the departments to directly measure student writing assignments as a program (note: an analytic rubric is a rubric that provides descriptive feedback along several dimensions or parts, and a general rubric is one that can be used across assignments and/or disciplines). Each department brought 5 ungraded student writing samples selected by lot from one assignment administered during the semester to create a pool of assignments to draw from (the writing prompt was also attached to each of the samples). The rubric was then used to score a random sample of student writing assignments from the program as a whole. All faculty scored student writing assignments outside of their disciplines.

Rubric scoring. The rubric was organized into three rows, one row for each PLO, and into three columns that included descriptive feedback for each level of competency: "Incomplete", "Acceptable", and "Accomplished". When evaluating the student writing assignments, the faculty selected one of the five scoring options (0, 0.5, 1, 1.5, or 2) for each row of the rubric to indicate the students' level of competency ("incomplete" was represented by the scores 0 and 0.5, "acceptable" by 1 or 1.5, and accomplished by a 2). An average score of 1.0 ("acceptable") was desired.

(B) PLO Assessment-Impact: Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

This past semester, 27 papers and exams were assessed. 85% (23/27) of the papers/exams received at least a 1 "acceptable" score. The average was 1.44, an increase from the previous assessment. The criterion was met. This was the second year the rubric was used to assess student competency. During the first year, one major area of concern that was discussed during the scoring of the samples: there was some difficulty identifying the social science theories that the writing assignments were targeting (although faculty attached the writing prompt). During the second year, there was some confusion with sampling methods. A few faculty members did

not use random sampling to select their examples. This probably altered the results. Therefore, it was decided all examples need to be randomly selected next semester, an improvement recommended to improve the assessment process. Also, faculty discussed a benefit to using the rubric as a way to improve instruction. The general analytic rubric was viewed as a tool to share and learn from each other, which was viewed as refreshing given the diversity of the social sciences program.

5. **Looking Ahead**

   11. Program Improvement Initiatives:

       Currently, the COMM department has strong enrollment with a breadth of course offerings, which includes several online courses one being an oral communication course made available due to the participation of the CSU online pilot program. Therefore, there were no proposed areas of improvement identified in the Program Review. However, there are a few requests that could further improve the program: (1) access to student emails who are designed COMM majors and (2) the purpose if iPads. Other than faculty initiated contact with students in their classes, there is no communication from the department as a whole with COMM majors. It is proposed that an email is generated at the start of each semester in order to improve contact with students. Further discussion on the need for iPads will be discussed in the strategic action plan area of the program review. It was also noted in past program views that need for online teaching training. Due to scheduling conflicts and the nature of the training (teaching online), fully online training is requested opposed to a combination of face-to-face and online meetings.