

BA in Communication Studies Assessment Plan

- a. **Program Learning Outcomes** are the threshold concepts derived in our backward design process. For each PLO, four levels of outcomes (or attainment) have been identified. These act as our program learning outcomes and levels of each outcome. The PLOs and levels (1 = lowest to 4 = highest) appear below.

PLO 1) As a symbolic, representational process, communication facilitates the construction of individual and social realities.

So, students will...

1. identify the symbolic, representational processes within a text;
2. explain how the resulting text communicates information and ideas;
3. assess/critique the implications of that text for individual and social realities;
4. produce a text that portrays/shapes individual and social realities differently

PLO 2) Political, economic, socio-cultural, technological, and ethical processes and contexts all shape communication.

So, students will...

1. investigate an unfamiliar communication situation;
2. compare communication processes in that situation to others;
3. evaluate how context has shaped communication in each situation;
4. reflect on the impact of that investigation on your own perspective

PLO 3) Communicators co-construct meanings, which are intersubjective and multiple.

So, students will...

1. examine a communication exchange,
2. identify the meanings that each communicator has constructed,
3. explain how the meanings are subjective and different from each other,
4. analyze whether and how the communicators could make different choices to yield more clear or more fair communicative meanings

PLO 4) Communication tends to reinforce power asymmetries, but it can also challenge them.

So, students will...

1. identify communication stakeholders, relationships, and interests
2. analyze the information, beliefs, norms, and values conveyed in communication;
3. assess/critique how communication reinforces/challenges stakeholders' interests
4. produce a text that challenges power asymmetries

PLO 5) Effective communicators create well-crafted communication appropriate to the audience, purpose, context, and medium.

So, students will...

1. appraise information relevant to the goals, audiences, purposes and contexts of a communication situation
2. select/use creative modalities and technologies to accomplish communicative goals
3. produce communication content adapted to the diverse needs of individuals, groups and contexts

4. reflect on/critique one's own (or another's) communicative messages in terms appropriateness for the audience, purpose, context, and medium

c. Curriculum alignment to PLOs: The curriculum map below shows that every course in our curriculum contribute to one or more of our PLOs. An examination of this table also shows that each learning outcome is addressed at each level of achievement (1- 4) demonstrating that the curriculum scaffolds these learning outcomes and gives student multiple opportunities to work toward mastering each. (See table below: BA Communication Studies Curriculum Map).

BA Communication Studies Curriculum Map

		Program Learning Outcomes and Levels				
COMM Number	Name	PLO1	PLO2	PLO3	PLO4	PLO5
2101	Introduction to Communication Studies	2	2	2	3	4
2201	Intercultural Communication (GE DI)	1				4
2231	Small Group Communication	4	3	3	2	
2251	Fundamentals of Interpersonal Communication	4	3	4	3	3
2291	Practicum in Relational and Organizational Communication		3	2		3
	(Topic: Training and Development)		3	2		3
	(Topic: Conflict Mediation)		3	2		3
	(Topic: Health Communication)		3	2		3
2292	Practicum in Mentoring	4				3

2293	Practicum in Intercollegiate Forensics	3	2	4	4	3
2301	Newswriting and Reporting					2
2351	Television Studio Production					3
2391	Practicum in Multimedia Journalism					3
2392	Practicum in Digital Audio and Radio					2
2393	Practicum in Television Journalism Production					2
2491	Practicum in Strategic Communication	1	2	2	2	2
2492	Practicum in Advertising		3			3
2592	Practicum in Communication Research	3				3
2593	Service Learning in Communication	2	3			2
3101	Communication, Self, and Others	2	2			2
3102	Media, Culture, and Society	3	4	4	3	4
3211	Business and Professional Communication	2	2	1	1	4
3212	Persuasion	3	3		3	
3227	Topics in Relational and Organizational Communication	2	3	4	3	2
	(Topic: Family Communication)	2	3	4	3	2

	(Topic: Organizational Leadership Communication)	2	3	4	3	2
	(Topic: Environmental Communication)	2	3	4	3	2
3230	Nonverbal Communication	3	3	2	3	4
3231	Communication for Training Programs	4				3
3301	Media Institutions in Context	3	3	4	3	4
3305	Digital Media and Society (GE D)		3		1	
3319	Topics in Media Studies	3	4	2	1	4
	(Topic: Latin American Media)	3	4	2	1	4
	(Topic: Asian Media and Culture)	3	4	2	1	4
	(Topic: Media Audiences)	3	4	2	1	4
3331	Development of Motion Pictures	1	3		2	2
3332	Movies in the Digital Age (GE C1)	3	3		3	
3333	Film Analysis	1	3	2	2	2
3334	Global Cinema (GE C1; GE G)	3	3		3	
3335	Visual Communication	3	4	4	3	4
3339	Topics in Film Studies		3	3	3	

	(Topic: Genres in Classical Hollywood Cinema)		3	3	3	
	(Topic: Cinema and Contemporary Society)		3	3	3	
	(Topic: Queer Cinema)		3	3	3	
3351	Introduction to Digital Video Editing	4				3
3353	Digital Video Field Production	4	3	4	3	4
3354	Fundamentals of Screenwriting	4				2
3359	Topics in Digital Production		2		3	
3361	Digital Audio and Radio Production		2		3	
3371	Multimedia Journalism		1	1		
3372	Publication Design	4	2	2	4	3
3379	Topics in Multimedia Journalism		2	3		
	(Topic: Longform Journalism)		2	3		
	(Topic: Television Newswriting and Reporting)		2	3		
3401	Introduction to Strategic Communication	4	3	4	3	3
3402	Writing for Public Relations	4	4	4	2	4
3403	Business Literacy for Communication Professionals	2	1	1	1	1

4101	Communication Research Methodologies (GE WI)	2	1		2	3
4102	Ethical Aspects of Communication	2	3	3	3	2
4202	Relational Communication	2	3	3		4
4203	Organizational Communication	3	3	2	4	
4211	Communication and Gender (DI)	3	4	3	3	
4222	Communication and Conflict	3	3	3	2	2
4231	Classroom Communication	4	4	4	3	
4241	Interviewing		2		2	3
4291	Advanced Practicum in Relational and Organizational Communication		4	2		3
4292	Advanced Practicum in Mentoring	4	4			3
4293	Advanced Practicum in Intercollegiate Forensics	3	2	4	4	3
4301	Gender, Race, and Media (GE DI)	1	3	2	2	4
4302	Latina/os, Media, and Culture (GE DI)	4	4	2	4	2
4303	Global Communication (GE G)	3	4		3	
4304	Media Effects	3	3			
4305	Advertising as Social Communication	4	3		4	

4355	Digital Filmmaking I		3			3
4356	Digital Filmmaking II		3			3
4391	Advanced Practicum in Multimedia Journalism					3
4392	Advanced Practicum in Digital Audio and Radio					3
4393	Advanced Practicum in Television Journalism Production					3
4401	Strategic Communication Campaigns	2	1	2	2	3
4491	Advanced Practicum in Strategic Communication	1	3	2	2	3
4492	Advanced Practicum in Advertising		3			3
4592	Advanced Practicum in Communication Research	3				3
5222	Mediation Theory and Practice	3	4	4	3	3
5267	Advanced Topics in Relational and Organizational Communication	3	3		3	
	(Topic: Dying and Afterlife Communication)	3	3		3	
	(Topic: Personal Growth)	3	3		3	
	(Topic: Policy Communication)	3	3		3	
	(Topic: Feminist Contributions to Communication Theories)	3	3		3	

	(Topic: Health Communication)	3	3		3	
5280	Culture and Ethnicity in Language		4	3		
5301	Media Sex and Violence	3	4			
5302	Communication Law and Policy		4	4	1	1
5303	Muslim Women in Media and Society		3		3	
5319	Advanced Topics in Media Studies	3	4	2	1	4
5339	Advanced Topics in Film Studies		3	3	3	
5359	Advanced Topics in Digital Production		3		3	
5379	Advanced Topics in Multimedia Journalism		2	3	2	
5401	Crisis Communication	2	2	4	1	4
5792	Internship in Communication		2			4
5793	Internship in Communication		2			4
5794	Internship in Communication		2			4
5952	Independent Study in Communication	4				3
5953	Independent Study in Communication	4				3
5954	Independent Study in Communication	4				3

b. Description of how you will measure and review each PLO.

- i. Students will upload a culminating assignment that meets at least one of the PLOs for each class in the program to their ePortfolio. Each semester, a sample of student ePortfolios will be selected from the previous semester's courses addressing the specific learning outcome to be reviewed (or from semesters since that PLO was last assessed after the first year).
- ii. All full time faculty (including lecturers) will participate in one or more faculty meetings during the semester devoted to examining the student work products, assignment prompts, and evaluate student performance on a rubric.

c. Time plan – the rotation plan.

One PLO will be examined each semester by looking at student work projects from the previous semester (or semesters since the last review of this PLO). This will complete a review cycle of all the threshold concepts each 2 ½ years as follows:

1. Spring 2021: PLO 1 (examining products from Fall 2020)
2. Fall 2021: PLO 2 (examining products from Fall 2020 & Spring 2020)
3. Spring 2022: PLO 3 (examining products from Fall 2020-Fall 2021)
4. Fall 2022: PLO 4 (examining products from Fall 2020-Spring 2022)
5. Spring 2023: PLO 5 (examining products from Fall 2020-Fall 2022)
6. Fall 2023: PLO1 (examining products from Fall 2021-Spring 2023)
7. Etc.

d. Closing the loop.

The assessment plan closes the loop in two ways:

1. Assessment Lab: Students involved in the upper division and lower division Research Practicum courses will act as an "Assessment Lab." The students will meet with the department chair and/or department assessment coordinator. With the help of their instructor, students will devise research questions about the PLO being reviewed that semester. They will devise and execute an original research study to answer their question, and present their research at the university's undergraduate research showcase. For example, these studies may compare assessment data to DFWI rates, student demographic variables, student progression toward degree, etc.
2. Faculty Assessment Discussions: At a regularly scheduled faculty meeting, the faculty will examine and discuss a sampling of the assignments, student work product, the findings/observations from the Assessment Lab, and what they mean for our goal of students meeting our PLOs and what to change in the future.

The suggestions and changes from the Faculty Assessment Discussions and Assessment Lab will be reflected the assessment report, and the assessment plan for the next time this PLO is examined.

d. If relevant, a description of any current information from assessment that you are using to design your converted/transformed programs.

The current assessment plan is not relevant to our new assessment plan. For the following reasons:

1. First, the PLOs are completely different in each plan.
2. Second, the sampling of work product is completely different. Currently, students construct their own physical portfolios which examine each of the current (Pre Q2S) PLOs. The new assessment plan has students upload a culminating assignment from each class into their ePortfolios, and the sample is drawn from these works.
3. Finally, the new plan involves students and faculty to close the loop. The current plan relies on an Assessment Committee or and Assessment Coordinator to do this work.