University Assessment Committee
Outcomes Assessment Summary Form

This form is to be completed by a representative from each designated program/department. The information provided in this form will be used by the University of San Diego to inform stakeholder groups about USD's commitment to the intellectual, spiritual, and overall development of students. A PDF version of this form will be posted on the University's Student Outcomes Website in the Evidence of Student Learning section.

Program Information
Program Name (e.g. BA Computer Science, PhD Nursing)

BA Communication Studies

College/School Name (e.g. CAS, KSPS, SB, SMSOE)

CAS

Assessment Overview
Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment). See example below.

The Department of Communication Studies has 5 learning outcomes associated with 3 broad goals for communication majors. For assessment purposes, we select student work from courses that correspond to the learning outcome under review. Faculty members who serve on the assessment committee collect a sample of student work or collect new data that corresponds to the outcome. Data collection and analysis varies from year to year.

Results and Actions Taken
Assessment Cycle

2016-2017

Briefly summarize your assessment results and how you are using these results to enhance student learning and improve program quality. See example below.

The most valuable findings from this assessment are qualitative in nature, in keeping with our study design. That is, the emphasis of this assessment was on students' ability to express, in writing, their competency to address (a) ethical judgments, (b) responsible communication, and (c) ethically responsible communication across social contexts absent explicit prompts regarding any ethical point of view or line of moral reasoning. In this regard, a majority of the CS students included in this assessment did not possess at least a "Developing" (read competency) level of expressing an expected understanding of communication ethics. The assessment did find that continued exposure to communication ethics and ethical communication in practice will translate into students' increased sensitization of communication ethics. This assessment's results affirmed this aim, but they also confirm a gap between students' sensitization to communication ethics and their ability to take action in real-world matters predicated on their learning.

The assessment team recommended that we reassess this LO within 2 years, (a) revising the measurement instrument (the hypothetical Q.) to more clearly indicate what judgments, decision-making premises, and strategies for engaging the relevant community are relevant to students' in-class written responses; (b) adding a fourth data point in the rubric used to evaluate student surveys, such that we have “not developed,” “somewhat developed,” “adequately developed,” and “highly developed”; and (c) increasing the sample size, especially for 300- and 400-level CS courses included for assessment.