PROGRAM INFORMATION

Date submitted: ______ May 5, 2013 __________

<table>
<thead>
<tr>
<th>Degree Program(s):</th>
<th>BA, BA Teacher Prep</th>
<th>Department:</th>
<th>Communication Studies</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>Stephanie Coopman</td>
<td>Phone:</td>
<td>4-5360</td>
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<tr>
<td>Report Prepared by:</td>
<td>Ge Gao</td>
<td>Phone:</td>
<td>4-5383</td>
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<tr>
<td>Next Self-Study due:</td>
<td>2014</td>
<td>E-mail:</td>
<td><a href="mailto:Ge.Gao@sjsu.edu">Ge.Gao@sjsu.edu</a></td>
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Note: Schedule is posted at: http://www.sjsu.edu/ugs/programplanning/

ARCHIVAL INFORMATION

<table>
<thead>
<tr>
<th>Location:</th>
<th>HGH108</th>
<th>Person to Contact:</th>
<th>Stephanie Coopman</th>
<th>4-5360</th>
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(Bldg/Room #) (Name) (Phone)

Assessment schedule is posted at http://www.sjsu.edu/ugs/assessment
Please send any changes to the schedule or to student learning outcomes to Jackie Snell jacqueline.snell@sjsu.edu

Program Evaluation and Goal Setting for WASC Accreditation in 2014

Initial Evidence of Student Learning:

[Fall 2012] The department faculty collectively worked on the Assessable Outcomes criterion and developed assessment criteria statements for each PLO.

FOUNDATIONS are theoretical and conceptual frameworks for understanding and evaluating communication.

Foundations PLO 1: Understanding Communication Theories
Demonstrate an understanding of the major theories that have shaped the field of communication, including historical developments, ethical issues and current trends.

PLO1, Assessable Outcome 1: Students can explain the major theories that have shaped a specific area of communication studies.
Beginning
Name a minimum of three major theories in a specific area of communication studies.
Developing
State and explain key concepts and principles of the theories.
Accomplished
Describe and explain the historical context of theories and their relationships to contemporary research.
Exemplary
Articulate key accomplishments of those theories, their impact for that area of the field and suggest an agenda for future research.
**PLO 1, Assessable Outcome 2: Students can provide a comprehensive analysis of at least one communication theory.**

**Beginning**
Identify theory author(s) and foundational principles of a major theory of communication.

**Developing**
Articulate theory method and application.

**Accomplished**
Explain rationale for the theory within the field and the broader social context.

**Exemplary**
Evaluate theory impact and propose insightful expansion and alternative uses.

**Foundations PLO 2: Critiquing Communication Theories:**
Demonstrate the ability to discuss the strengths and limitations of theoretical perspectives on communication.

**PLO 2, Assessable Outcome 1: Students can demonstrate their understanding of the process and responsibility of scholarly critique**

**Beginning**
Students can identify the elements of scholarly critique appropriate to that particular course.

**Developing**
Student can explain the elements of scholarly critique.

**Accomplished**
Students can articulate the need for and purposes of scholarly critique.

**Exemplary**
Students can contextualize scholarly critiques with a larger disciplinary conversation.

**PLO 2, Assessable Outcome 2: Students can present a comparative analysis and critique of at least two major communication theories**

**Beginning**
Students can identify fundamental differences between theoretical perspectives.

**Developing**
Students can explain specific similarities and differences between theoretical perspectives.

**Accomplished**
Students can use two or more theoretical perspectives to engage and investigate a specific site of communication or communication event.

**Exemplary**
Students can articulate the implications of a comparative analysis and critique for the study of communication and future theoretical development.

**INQUIRY** is research methods that generate and evaluate new knowledge about communication.

**Inquiry PLO3: Research Methods**
Demonstrate an understanding of methods of communication research and analysis such as rhetorical, critical, interpretive, performative and social scientific approaches and their ethical implications.

**PLO 3, Assessable Outcome 1: Students can articulate key methodological concepts and their ethical implications in published communication research.**

**Beginning**
Name a minimum of two key methodological concepts from at least two research methods.

**Developing**
Explain, compare, and contrast the key methodological concepts and resulting ethical implications from at least two different research methods.

**Accomplished**
Describe and explain the nature (kind, scope) of knowledge and the ethical stakes produced by those research methods in our discipline.

**Exemplary**

Articulate a strategic usage of two paradigmatically different research methods in the pursuit of specific research goals. Identify the ethical rationale for engaging in such research.

**PLO 3, Assessable Outcome 2: Students can explain the rationale underlying practices and procedures of communication research.**

**Beginning**
Name the key processes and procedures of at least two research methods

**Developing**
State and explain the decisions that need to be made when navigating those key processes and procedures of at least two research methods

**Accomplished**
By drawing on scholarly literature, justify and defend the key processes and procedures of at least two research methods.

**Exemplary**
Troubleshoot the methodological and ethical challenges embedded in the key processes and procedures of at least two paradigmatically different research methods.

**Inquiry PLO 4: Research Application and Critique**
Develop and apply analytical skills and ethical practices for understanding, conducting, and evaluating communication research studies.

**PLO 4, Assessable Outcome 1: Students can write a critique of published communication research, including an examination of the study’s ethical practices.**

**Beginning**
Be able to locate appropriate peer-reviewed sources in communication studies and summarize the results.

**Developing**
Be able to identify strengths and limitations, both theoretical and methodological, in appropriate peer-reviewed sources.

**Accomplished**
Be able to synthesize patterns in research studies and explain gaps in the literature to create research questions.

**Exemplary**
Be able to do all this in a compelling, novel, and ethical way.

**PLO 4, Assessable Outcome 2: Students can write an original research proposal.**

**Beginning**
Students can explain the parts of a proposal and how they contribute to its effectiveness.

**Developing**
Students can identify research questions that emerge from the literature review and the appropriate methods for addressing those questions.

**Accomplished**
Students can identify the strengths and limitations and ethical implications of their chosen research method for their proposed study.

**Exemplary**
Students articulate how their proposal responds to relevant disciplinary questions in a novel manner.

**PRACTICE** is the use of communication skills and the application of theoretical frameworks and research methods in specific contexts.
Practice PLO 5: Communication Competence: Demonstrate the ability to communicate competently and in a theoretically informed manner in a variety of contexts.

**PLO 5, Assessable Outcome 1: Students can effectively create and implement communication strategies in a contextually appropriate manner:**

**Beginning**
Plan the application of and demonstrate implementation of course-specific communication strategies in a satisfactory manner.

**Developing**
Plan the application of and demonstrate implementation of course-specific communication strategies in a polished, professional, and competent manner.

**Accomplished**
Demonstrate through practice an understanding of the nuances of the course-specific context, and adapt their performance to that context.

**Exemplary**
Demonstrate through practice an understanding of the nuances of the course-specific context, reflecting on the strengths and weaknesses of their performances and improving their performances accordingly.

Practice PLO 6: Social Responsibility: Demonstrate social responsibility, ethical awareness, and community engagement.

**PLO 6, Assessable Outcome 1: Students can engage in communication practices designed to produce positive community outcomes and can articulate the ethics that underwrite those practices.**

**Beginning**
Students can identify how a communication practice can lead to a positive community outcome and can begin to articulate the ethical implications of that practice.

**Developing**
Students can attempt to enact communication practices designed to produce positive community outcomes, and can express the ethical implications of those practices.

**Accomplished**
Students can engage in multiple communication practices, demonstrate how they produce positive community outcomes, and can articulate the ethical strengths and weaknesses of those practices.

**Exemplary**
Students can adapt and revise multiple communication practices to different community contexts to produce a range of positive community outcomes, and can articulate the different ethical strengths and weaknesses of those practices.

**Change(s) to Curriculum or Pedagogy:**

[Spring/2013]

Faculty participated in discussing and identifying alignment across curriculum.

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<th>PLO1 Understanding Comm. Theories</th>
<th>PLO2 Critiquing Comm. Theories</th>
<th>PLO3 Research Methods</th>
<th>PLO4 Research Application &amp; Critique</th>
<th>PLO5 Communication Competence</th>
<th>PLO6 Social Responsibility</th>
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Evidence of Student Learning after Change.

[SEMESTER/YEAR]

N/A