

Communication Studies and Philosophy Department
Global Communication
2022 Assessment Data

All rubric scores are based on direct assessment of the students by faculty members within the Global Communication program. Details on each rubric can be found in our assessment plan. The survey scores are based on the perceptions of the students who have graduated in the last year and returned our recent graduate survey.

- Objective:** Students will be able to demonstrate intercultural competence in a variety of situations.

Overview of faculty assessment of a student's Global Communication Practicum (which requires demonstrated competence in a variety of settings) and the student's ability to meet objective one.

Exceeded Expectations:

Met Expectations:

Did Not Meet Expectations:

Total Global Practicum Successfully Completed = 22

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year. These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The strong positive responses provide another indication that this objective is being met.

Survey Data	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Objective One	4.7 n=6	4.8 n=6	5.0 n=5	4.9 n=8	4.9 n=7	5.0 n=7	5.0 n=5	4.7 n=6	4.5 n=6	4.6 n=8

- Objective:** Students will be able to demonstrate the ability to apply and explain a series of key concepts from their major areas of study (communication, language, culture, and ethics) to their personal experiences in intercultural environments.

The following rubric is based on a four-point scale with a four as the highest possible score. Scores are generated from the students' practicum papers. The total score is roughly a 3.6, well above our basic expectation.

IC Rubric	Self Knowledge	Worldview Knowledge	Skills Empathy	Skills Comm.	Attitude Curiosity	Attitude Openness	Total Score
N = 23 Ave. Score	3.4	3.6	3.6	3.6	3.7	3.7	3.6

Interpretation: The scores vary by topic area, but generally they are in the mid-three-point range. Based on the rubric, this means that the average Global Communication graduate is characterized by the following:

- Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)
- Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, or beliefs and practices.
- Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses

more than one worldview in interactions.

4. Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.
5. Asks insightful questions about other cultures and seeks out answers to these questions.
6. Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The results indicate the students feel the objective is being met.

Survey Data	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Objective Two	4.7 n=6	4.7 n=6	4.8 n=5	4.5 n=8	4.9 n=7	5.0 n=7	5.0 n=5	4.7 n = 6	4.8 n=6	4.9 n=8

3. **Objective:** Students will be able to ethically, critically and systematically analyze problematic messages within a global setting.

The following rubric is based on a four-point scale with a four as the highest possible score. Scores are generated from the Advanced Global Communication class instructor.

IC Rubric	Global Self Awareness	Perspective Taking	Cultural Diversity	Taking Responsibility	Global Systems	Applying Knowledge
N = 22 Ave. Score	3.92	3.93	3.90	3.95	3.85	4.0

Interpretation: The scores vary by topic area, but generally in the three point range. Based on the rubric, this means that the average Global Communication graduate has produced work that is characterized by the following:

1. Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.
2. Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems
3. Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.
4. Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility
5. Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.
6. Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective

had been met. The results show a consistent record of improvement in this area and suggest that the objective is being met.

Survey Data	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Objective Three	4.2 n=6	4.3 n=6	4.8 n=5	5.0 n=8	4.9 n=7	4.9 n=7	4.7 n=5	4.5 n=6	4.5 n=6	4.5 n=8

4. ~~**Objective:** Students will be able to demonstrate communicative competence in a second language.~~

~~***Note:** With the split of the Department of Communication Studies and Philosophy (CSPH) from the Department of World Languages and Cultures, CSPH no longer has access to the following information. The program will reassess how to evaluate language competence for the 2023 assessment.*~~

The following evaluation is for the 12 of our graduating seniors (selected on an every other one basis) and is based in their coursework in their language courses:

Second Language Level Based on the rubric	Oral Communication Number of students at this level	Written Communication Number of students at this level
Advanced		
Early Advanced		
Intermediate		
Early Intermediate		
Beginning		

~~*Interpretation:* The number of students in each category shows that according to the students' performance in their language classes they are generally competent and frequently at an intermediate or an early advanced level or higher. Generally their oral skills are stronger than their written skills. Based on the rubric, the average Global Communication graduate:~~

- ~~1. Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.~~
- ~~2. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.~~
- ~~3. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.~~
- ~~4. Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.~~

Below are student perceptions of learning, based on our annual survey of students who have graduated in the last year. These are based on a five point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The data suggest that recent graduates feel very comfortable with their second language skills.

Survey Data	2014	2015	2016	2017	2018	2019	2020	2021	2022
Objective Four	4.0 n=6	4.0 n=6	4.6 n=5	4.6 n=8	4.2 n=7	4.3 n=7	4.0 n=5	4.3 n=6	4.2 n=6

Reasoning behind cutting learning Objective 4.

- 1. Learning Objective Changes:** Our program has increasing emphasis on communication practices and cultural understandings, which has refocused our program away from specific linguistic effectiveness. This curriculum transition has meant that we have opened up a second option for students (World Affairs) in place of exclusively upper division language courses.
- 2. New Department:** The department splitting means that if we kept language proficiency as one of our learning outcomes, we would be entirely dependent on an external department to pursue and assess a learning objective. No Global Communication faculty has the appropriate credentials or training to assess language effectiveness. This does make gathering data to assess the objective difficult.
- 3. Accessibility:** We also discussed that the upper division language classes were the points where some of our majors were having a difficult time passing and potentially alienating students who didn't have the time in their schedule for the upper division language courses (the World Affairs course would allow students to double major more easily). In my experience, we also had students for whom English was already a second or multiple language who saw little benefit in paying or passing for language courses that they already knew when they could be a Communication or Political Science major instead.

The three specific objectives are designed in a way that will prepare students to live successfully in a global society. Although this is too broad to fit as one of our program specific objectives it does help frame the general purpose of the program and we want to understand how prepared the students feel for living in the global society that they have been learning about. The scores below address this general goal using a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. Overall these numbers are very high, indicating a strong level of satisfaction with the preparation they have received in the program.

Survey Data	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Overall Assessment	4.5 n=6	4.7 n=6	5.0 n=5	4.8 n=8	4.6 n=7	4.9 n=7	5.0 n=5	4.8 n=6	4.8 n=6	4.75 n=8

Qualitative feedback

I really enjoyed my time in the program and I feel like it has given me a great start to my career as well as the skills to become a better global citizen. Based off of the classes that I took and my personal experience. I would like to have learned more about what current issues other cultures and people around the world are experiencing and how they experience those things. I sometimes felt like the material was quite generalized and I would have liked to have seen more details.

I loved my major and what I studied. I do feel partially lost post graduation but I think that has more to do with me than my major.

I thoroughly enjoyed my time in my classes and in the major!

I absolutely loved my time at USU. I think Global Comm centers on subject matter that everyone could benefit from, even if they don't go on to major in it. Our world is highly globalized and complex and my major gave me tools to navigate it.

I think the Global Com classes were amazing. The specific global com professors were amazing and super helpful. I do feel that the program would do well to branch off a little bit more from the regular communication major, I would've loved more global com specific classes and curriculum.

Loved the dept