

# Course Assessment Results aligned to Program SLOs

## San Mateo CCCD

### CAN Program - Social Sciences

| SLO  | Course Outcomes   | Means of Assessment & Success Criteria / Tasks   | Results   | Action & Follow-Up   |
|--|---|--|---|--|
| Students will be able to produce evidence based arguments. | CAN Dept - Communication Studies -<br>CAN COMM 110 - Public Speaking<br>- Identifying Appropriate Topics - Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines<br>(Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Informative Speech. The primary purpose of informative speaking is to ensure the audience's clear understanding of the ideas presented. The purpose of this speech is to present a clear explanation of complex material to the audience. The topic should be intellectually challenging, informative and interesting to the audience. Students are required to do research and cite their sources (in the text, in the speech, and on a reference page).<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.<br><b>Related Documents:</b><br><a href="#">Informative Speech Rubric</a> | 12/18/2013 - Two sections of COMM 110 and COMM 110 Honors were assessed. The COMM 110 section had 30 students enrolled, and the COMM 110 Honors section had 11 students enrolled. The results of the informative speech is as follows:<br><br>COMM 110: 24 students earned a C or higher and 6 students earned a D or lower. The success rate = 80%<br><br>COMM 110 Honors: 10 students earned a C or higher and 1 student earned a D or lower. The success rate = 91%<br><br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2013 - 2014<br><br>05/30/2012 - 3 sections: 91 students enrolled<br><br>Passed with a C or higher: 85 students<br>Completion = 93.4%<br><br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012<br><br>12/19/2011 - 3 sections: 83 students enrolled<br>Passed with a C or higher: 73 students<br>Completion = 87.9%<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b> | 12/18/2013 - This assignment is a requirement of the course. Due to informative outline drafts, the students received feedback on their topics from me at least a week before delivering the informative speech. I will continue assigning the draft as I believe it directly helps students succeed at delivery their informative speech.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment<br><br>05/30/2012 - Successfully completing the two rounds of speech plan/full-sentence outlines prepare students to complete the informative speech. This is reflected in the high completion rates for this assignment.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment<br><br>12/19/2011 - The rubric seems to assist in clearly identifying the expectations of the assignment. The scale levels of achievement along dimensions seem to be helpful to the students in understanding how to be successful in this assignment. |

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|     |   |  | 2011 - 2012<br><br><b>Related Documents:</b><br><a href="#">Informative Speech Rubric</a>   | <b>Action Plan Category:</b><br>Conduct Further Assessment  |
|     |   | <b>Assessment Method:</b><br>Persuasive Speech. This speech is designed to apply all of the concepts students have learned so far in this course. The goal is to influence the audience in a desired direction. Students' theses should be phrased as a proposition of public policy (should/should not). In addition, students must call for a direct and specific course of action from the audience (Note: Do not tell the audience to be different or think differently, but to DO different). The speech is to be based on sound reasoning and evidence and must include motivational appeals and credibility.<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.<br><br><b>Related Documents:</b><br><a href="#">Persuasive Speech Rubric</a> | 05/30/2012 - 3 sections: 91 students enrolled<br><br>82 students completed the assignment with 70% or better.<br>Completion rate =90.1 %<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012<br><br>12/19/2011 - 3 sections: 83 students enrolled<br><br>63 students completed the assignment with 70% or better.<br>Completion rate = 75%<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012<br><br><b>Related Documents:</b><br><a href="#">Persuasive Speech Rubric</a> | 05/30/2012 - The use of a analytic rubric, one that has scale levels of achievement and content dimensions stating expectations within each scale, has greatly improved student success on this assignment. Longitudinal data on the use of rubrics in oral communication is needed. Further research is required.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment<br><br>12/19/2011 - The use of a analytic rubric, one that has scale levels of achievement and content dimensions stating expectations within each scale, will greatly improve student success on this assignment. Longitudinal data on the use of rubrics in oral communication is needed. Further research on rubric development needed.<br><br><b>Action Plan Category:</b><br>Develop new evaluation methods |
|     | CAN Dept - Communication Studies - CAN COMM 110 - Public Speaking - Audience Role - Analyze the role of the audience, both from a speaker's perspective and from the audience | <b>Assessment Method:</b><br>Class participation<br><b>Assessment Method Category:</b><br>Other  | 12/19/2011 - 3 sections = 83 students enrolled<br><br>Students earning a 7/10 (a C letter grade)  | 01/12/2012 - Students arriving late to class or not attending class served as the major cause of missing in-class work and or discussion. Clearer expectations  |

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|     | perspective, engaging in critical and analytical listening<br><br>(Created By CAN Dept - Communication Studies) | <b>Success Criterion:</b><br>70% of students will earn at least a C in class participation points   | in participation = 64<br>Completion = 77%<br><br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012  | on the course syllabus will be included for the Spring 2012 semester in regards to class participation.<br><br><b>Action Plan Category:</b><br>Revise course syllabus or outline  |
|     |   | <b>Assessment Method:</b><br>Self-assessment of two recorded speeches: the informative speech and the persuasive speech.<br><b>Assessment Method Category:</b><br>Essay<br><b>Success Criterion:</b><br>70% of students completing self-evaluations for both the informative and persuasive speeches. | 05/30/2014 - 2 sections (one Honors section, one non-Honors) = 36 students<br><br>1st self-evaluation completion = 31 students, 86%<br>2nd self-evaluation completion = 30 students, 83%<br><br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2013 - 2014 | 05/30/2014 - During the Spring 2014 semester, the student self-assessment paper completion rates were higher than past semesters. However, across the semesters, fewer students submit a second self-evaluation. A greater emphasis on the value of self-assessments was stressed following post action plans. I will also reemphasize the important of participated in both reflections.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment |
|     |   |   | 05/30/2012 - 3 sections = 91 students<br><br>1st self-evaluation completion = 78 students, 85.7%<br>2nd self-evaluation completion = 73 students, 80%<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012  | 05/30/2012 - During the Spring 2012 semester, the student self-assessment paper completion rates were higher than the Fall 2011 semester. The first and second self-assessment completion percentage increase by 15.83% and 4.1%, respectively. A greater emphasis on the value of self-assessments were stressed, following the Fall 2012 action plan.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment                                   |

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|     |  |   | <p>12/19/2011 - 3 sections = 83 students</p> <p>1st self-evaluation completion = 58 students, 69.87%</p> <p>2nd self-evaluation completion = 63 students, 75.9%</p> <p><b>Result Type:</b><br/>Inconclusive</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p>  | <p>01/12/2012 - Because the assignments are only worth 2% each, 4% total, students often do not make this assignment a priority. One section in particular had a 50% completion rate, influencing the overall completion percentages. Additional data needed. In the interim, emphasis will be made on completing the assignments.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     | CAN Dept - Communication Studies - CAN COMM 110 - Public Speaking - Extemporaneous Speeches - Develop greater confidence to effectively present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery. (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Speeches given in class.</p> <p><b>Assessment Method Category:</b><br/>Presentation/Performance</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>05/30/2013 - One section of COMM 110 was offered in the Spring 2013. This section consisted of 25 public speaking students (5 students dropped the course) and 9 public speaking honors students. The Special Occasion speech was used to assess this SLO. The results are as follows.</p> <p>21 out of 25 public speaking students completed the Special Occasion speech.<br/>A = 18<br/>B = 1<br/>C = 1<br/>D = 0<br/>F = 1</p> <p>9 out of 9 public speaking honors students completed the Special Occasion speech.<br/>A = 8<br/>B = 0<br/>C = 1<br/>D = 0<br/>F = 0</p> | <p>05/30/2013 - I will continue using the Special Occasion speech as a method of assessing extemporaneous speeches.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>  |

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|     |                 |  | <p>Out of 34 students, 29 students completed the speech with a C or higher (85%). 1 student failed the assignment. 4 students did not complete the assignment.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2012 - 2013</p>  |  |
|     |                 |  | <p>12/19/2012 - Section 1: 34 students completed the Special Occasion speech. The scores are as follows:<br/>A = 19<br/>B = 9<br/>C = 0<br/>D = 3<br/>F = 3<br/>Incomplete: 2</p> <p>28 out of 34 students completed the speech with a C or higher (82%); 6 students failed the assignment.</p> <p>Section 2: 31 students completed the speech. The scores are as follows:<br/>A = 23<br/>B = 5<br/>C = 0<br/>D = 1<br/>F = 2</p> <p>28 out of 31 students completed the speech with a C or higher (90%); 3 students failed the assignment.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2012 - 2013</p> | <p>12/19/2012 - I will continue using the Special Occasion speech as a method of assessing extemporaneous speeches. I am interested in seeing whether students earn C's in future semesters on this assignment (neither section had a student scoring a C on the speech).</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

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|     |   |  | <p>12/19/2011 - 3 sections = 83 students</p> <p>5 extemporaneous speeches required: Delivery, Informative, Special Occasion, Selling, and Persuasive.</p> <p>Completion percentages per speech with a grade C or higher are as follows:<br/>           Delivery (5% of overall grade): 81 = 97.6%<br/>           Informative (25% of overall grade): 73 = 88%<br/>           Special Occasion (5% of overall grade): 68 = 81.9%<br/>           Selling (5% of overall grade): 66 = 79.5%<br/>           Persuasive (32% of overall grade): 63 = 75.9%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> | <p>12/19/2011 - The use of a analytic rubric, one that has scale levels of achievement and content dimensions stating expectations within each scale, will greatly improve student success on this assignment. Longitudinal data on the use of rubrics in oral communication is needed. Further research on rubric development needed.</p> <p><b>Action Plan Category:</b><br/>Develop new evaluation methods</p> |
|     | CAN Dept - Communication Studies - CAN COMM 127 - Argumentation and Debate - Oral presentations - Create and compose argumentative texts and/or oral presentations. (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Debate, which includes speech outlines and extemporaneous delivery.</p> <p><b>Assessment Method Category:</b><br/>Presentation/Performance</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>12/18/2013 - PARLIAMENTARY DEBATE #1 - VALUE</p> <p>For this assignment, you will team up with someone in the class and debate against another team on a value proposition. Since this is a limited preparation style of debate, you will need to focus on direct refutation of arguments, clear organization, and the use of examples and illustrations for evidence. Effective teamwork is also essential; you will need to help each other develop arguments during the preparation time and respond to arguments during the debate.</p>  | <p>12/18/2013 - The debate is an excellent learning tool that encompasses of the SLO's for the course. One change I will make for that is the time allowed for arguments and rebuttals. Student cross examination and rebuttals were too short. Arguments, questions and response arguments for those questions need more time to develop.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

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|     |                 |   | <p>REQUIREMENTS:</p> <p>The debate will be arranged as follows:</p> <p>1st Aff Constructive 3 min 2nd Neg Constructive 4 min</p> <p>1st Neg Constructive 4 min Neg Rebuttal 1 min</p> <p>2nd Aff Constructive 4 min Aff Rebuttal 2 min</p> <p>The first affirmative/negative speaker also gives the rebuttal. You and your partner will decide who does what.</p> <p>The first constructive speaker should construct a value case using the criteria application model. You should support your points thoroughly with examples and other "common knowledge" forms of evidence, and use sound logical reasoning to connect the evidence to your claims.</p> <p>The second constructive speaker should thoroughly refute opposing arguments and extend upon the points made during the first constructive. The rebuttal should finish any refutation and summarize why you have won the debate.</p> <p>All speeches should be well organized, previewing the main points in the introduction and reviewing them at the end. Also try to use signposts to indicate the order of your points. When refuting the opposing case or supporting your own, try to go in the same order as it was originally presented.</p> <p>Your delivery should be extemporaneous, using flowcharts that contain your arguments written in an abbreviated form.</p> <p>Audience interaction is an important part of parliamentary debate. Show your support for an argument by rapping your knuckles on the desk.</p> <p>Instead of an outline, you will turn in</p> |                    |

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|     |   |  | <p>your flowcharts that you take during the debate. Although these can be rough around the edges, I will be looking for thorough note taking and effective organization.</p> <p>20 out of 21 students participated in this assignment<br/>Out of the 20 students who participated: 95% of the students received a C or better.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> |                    |
|     |   | <p><b>Assessment Method:</b><br/>Article analysis</p> <p><b>Assessment Method Category:</b><br/>Other</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p>   |  |                    |
|     | <p>CAN Dept - Communication Studies - CAN COMM 127 - Argumentation and Debate - Fallacies - Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations.<br/>(Created By CAN Dept - Communication Studies)</p> | <p><b>Assessment Method:</b><br/>Debate, which includes speech outlines and extemporaneous delivery.</p> <p><b>Assessment Method Category:</b><br/>Presentation/Performance</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> |  |                    |



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|     |                 | <b>Assessment Method:</b><br>Article analysis<br><b>Assessment Method Category:</b><br>Other<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. | 12/18/2013 - Assessment tool:<br><br>Article Analysis 2:<br>Locate a short article (newspaper, internet, magazine etc...) and identify at least two fallacies it contains. Explain which fallacies are used and why. How does the author manipulate the key information and purpose of the article by using these fallacies?<br><br>Answer the following questions:<br><br>What is the main purpose (key issue/s) of the article/author?<br><br>What is the most important information in this article? (ie reasons etc.)<br><br>Identify two fallacies and why you think each is a particular fallacy.<br><br>How does the author manipulate the key information and purpose of the article by using these fallacies?<br><br>The article must accompany the paper. The paper is to be approximately 2 to 4 pages, double spaced and typed. APA format is required.<br><br>18 out of 21 students participated in this assignment<br>Out of the 20 students who participated: 85% of the students received a C or better.<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2013 - 2014 | 12/18/2013 - As for the fallacy assignment, I want to include the option of videos. The students will be able to analyze argument structure and the use of fallacies through online or televised debates (televised debates include non-formal debates such as news channels who bring guests on to discuss opposing views). |

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|     | <p>CAN Dept - Communication Studies -<br/>CAN COMM 130 - Interpersonal<br/>Communication<br/>- Field of Communication - Describe the<br/>field of communication and explain the<br/>theories, models, and concepts particular<br/>to the study of interpersonal<br/>communication.</p> <p>(Created By CAN Dept -<br/>Communication Studies)</p> | <p><b>Assessment Method:</b><br/>Multiple-choice exam<br/><b>Assessment Method Category:</b><br/>Exam<br/><b>Success Criterion:</b><br/>70% of students will complete the exam<br/>with a grade of C or better.</p> | <p>12/18/2013 - Three sections of COMM<br/>130 were assessed.<br/>Assessment tool: The EXAM #1 had 40<br/>questions assessing Communication<br/>Studies related theories. The results by<br/>section are as follows:</p> <p>Section 1: 33 students were enrolled. 31<br/>students scored a C or higher. 2 students<br/>scored a D or lower. Success rate = 94%</p> <p>Section 2: 42 students were enrolled. 40<br/>students scored a C or higher. 1 student<br/>scored a D or lower. 1 student did not<br/>take the exam. Success rate: 95%</p> <p>Section 3: 40 student were enrolled. All<br/>40 students scored a C or higher.<br/>Success rate: 100%</p> <p><b>Result Type:</b><br/>Criterion met<br/><b>Reporting Cycle:</b><br/>2013 - 2014</p> <p>05/28/2013 - EXAM #3 was distributed<br/>to 3 sections of COMM 130. The exam<br/>is the third and final exam and is given<br/>the last week of instruction; it is not<br/>cumulative. The exam consisted of 40<br/>multiple-choice questions, totaling 10<br/>points. The test scores per section are<br/>listed below.</p> <p>Section one: 35 students completed the<br/>exam.<br/>A = 2<br/>B = 9<br/>C = 9<br/>D = 11<br/>F = 4</p> <p>20 students received a C or higher on the<br/>exam (57%). However, the average</p> | <p>12/18/2013 - Exam #1 yielded positive<br/>results for assessing this SLO. Next<br/>semester I will examine the final exam<br/>to see if the success rates are as high as<br/>the first exam given in the semester.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> <p>05/28/2013 - I will continue using the<br/>exam as a method of assessing students'<br/>understanding of communication<br/>theories, models, and concepts specific<br/>to the study of interpersonal<br/>communication. Rather than reporting<br/>the average scores on the test, I will<br/>communicate to students the letter grade<br/>breakdown for all of the exams. Perhaps<br/>this may motivate students to score<br/>higher on the third and final exam of the<br/>semester.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

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|     |   |  | <p>score on the exam was above 70%.</p> <p>Section two: 34 students completed the exam<br/> A = 2<br/> B = 7<br/> C = 9<br/> D = 11<br/> F = 6</p> <p>18 students received a C or higher on the exam (53%). However, the average score on the exam was above 70%.</p> <p>Section three: 35 students completed the exam.<br/> A = 2<br/> B = 9<br/> C = 9<br/> D = 11<br/> F = 4</p> <p>20 students received a C or higher on the exam (57%). However, the average score on the exam was above 70%.</p> <p>Total students taking the exam = 104<br/> Total students passing the exam with a C or higher = 58 (55.8%)</p> <p><b>Result Type:</b><br/> Inconclusive<br/> <b>Reporting Cycle:</b><br/> 2012 - 2013</p> |   |
|     | CAN Dept - Communication Studies -<br>CAN COMM 130 - Interpersonal<br>Communication<br>- Self-Concept & Interpersonal Relations<br>- Analyze the development of the self- | <b>Assessment Method:</b><br>The purpose of the presentation is to identify significant components and qualities of your self-concept by | 05/30/2012 - 2 sections = 80 students enrolled<br><br>79 out of students completed the   | 05/30/2012 - In addition to students reflecting on how well the assignment helped them learn about their self-concept, incorporating a student survey |

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|     | concept and evaluate how it is asserted, negotiated, and redefined in interpersonal relations.<br><br>(Created By CAN Dept - Communication Studies) | translating them into symbols you can share with others. Students will demonstrate their understanding of their self-concept in three ways: a 3-4 minute presentation, a full-sentence outline/speech plan, and a reflection paper due following the presentation.<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. | presentation and full-sentence outline/speaking plan. (98.75% completion rate)<br><br>65 out of students completed all three parts of the assignment: presentation, full-sentence outline/speaking plan, & reflection paper. (81.25% completion rate)<br><br>*Average score on the assignment = 86.25%<br>*77 students scored at least a 70% on the assignment (96.25%)<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012   | aimed at examining students' overall interpersonal communication skills has value. Incorporating a valid and reliable survey tested by the National Communication Association, the national governing organization for Communication Studies, could be used in the future in order to measure student learning in COMM 130.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment                 |
|     |   |  | 12/19/2011 - *1 section = 42 students enrolled<br>*40 out of 42 students completed the presentation and full-sentence outline/speaking plan. (95% completion rate)<br>*37 out of 42 students completed all three parts of the assignment: presentation, full-sentence outline/speaking plan, & reflection paper. (88% completion rate)<br>*2 students did not complete the assignment; they both held their retention status and completed the course.<br>*Average score on the assignment = 87%<br>*35 students scored at least a 70% on the assignment (95%)<br>*2 students scored less than a 70% on the assignment<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b> | 12/19/2011 - The assignment is a successful assignment that measures students' understanding of their self-concept and interpersonal relations. The action plan for this SLO is to continue incorporating this assignment into the COMM 130 course. A potential improvement to this assignment may include adding a clearer grading rubric.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment |

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|     |  |  | <p>2011 - 2012</p> <p><b>Related Documents:</b><br/> <a href="#">THE BROWN BAG ASSIGNMENT</a></p>   |  |
|     | <p>CAN Dept - Communication Studies - CAN COMM 130 - Interpersonal Communication</p> <p>- Improvement Strategies - Utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication as well as for their fellow students. (Created By CAN Dept - Communication Studies)</p> | <p><b>Assessment Method:</b><br/>Conflict management essay; critical reflection</p> <p><b>Assessment Method Category:</b><br/>Essay</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>12/19/2012 - This assignment asks students to examine a relationship that they are less than satisfied with and one in which they feel can be improved. Students will explore what they find unsatisfying with the relationship and identify a plan that could use to improve it in the future.</p> <p>Section 1: 41 students completed the essay. The results are as follows:<br/> A = 15<br/> B = 18<br/> C = 0<br/> D = 2<br/> F = 7</p> <p>32 of the 41 students earned a C or better on the essay (78%); 7 students failed the assignment.</p> <p>Section 2: 38 students completed the essay. The results are as follows:<br/> A = 15<br/> B = 16<br/> C = 2<br/> D = 2<br/> F = 3</p> <p>33 of the 38 students earned a C or better on the essay (86%); 5 students failed the assignment.<br/> 32 of the 41 students earned a C or better on the essay (78%); 7 students failed the assignment.</p> <p><b>Result Type:</b></p> | <p>12/19/2012 - I will continue using this assignment to assess SLOs for this course.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

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|     |                 |   | <p>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2012 - 2013</p>  |  |
|     |                 | <p><b>Assessment Method:</b><br/>Exam or quiz</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>05/30/2014 - Three sections of COMM 130 were assessed.</p> <p>Assessment tool: The final exam had 40 questions assessing Communication Studies related theories and critical assessment and improvement strategies. The results by section are as follows:</p> <p>Section 1: 37 students were enrolled. 28 students scored a C or higher. 11 students scored a D or lower. Success rate = 75%</p> <p>Section 2: 36 students completed the exam (38 students were enrolled). Of the students who took the exam, 26 students scored a C or higher. 10 students scored a D or lower. 1 student did not take the exam. Success rate: 92%</p> <p>Section 3: 35 student were enrolled. 22 students scored a C or higher. 13 students scored a D or lower. Success rate: 63%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> | <p>05/30/2014 - Connecting to past action plans, I assessed the final exam. The final exam yielded positive results for assessing this SLO. There were a higher number of students who scored lower than a 'C' on the exam, but it also covered more chapters than the previous two exams. However, even given this, the criterion was still achieved. I will continue to assess final exam scores in the future.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

CAN Dept - Communication Studies -  
CAN COMM 140 - Small Group  
Communication - Theories - Identify and

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|     | explain theories of group communication within the larger spectrum of communication studies. (Created By CAN Dept - Communication Studies)   | <b>Assessment Method:</b><br>Group project<br><b>Assessment Method Category:</b><br>Project<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.  |  |  |
|     | CAN Dept - Communication Studies - CAN COMM 140 - Small Group Communication - Roles and Processes - Demonstrate and understanding of group roles and processes. (Created By CAN Dept - Communication Studies)  | <b>Assessment Method:</b><br>Short (3-5 page) reflective essays evaluating the group process.<br><b>Assessment Method Category:</b><br>Essay<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. | 12/19/2012 - 25 students completed the reflective essay. The results are as follows:<br>A = 15<br>B = 4<br>C = 1<br>D = 1<br>F = 4<br><br>20 of the 25 students earned a C or higher on the assignment (80%); 5 students failed.<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2012 - 2013 | 12/19/2012 - I will continue using this assignment as a assessment tool. I am interested to see how future students core on this assignment. I want to see if there is a trend in the majority of the students earning an A. If so, perhaps a more rigorous scoring rubric should be used.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment |
|     | CAN Dept - Communication Studies - CAN COMM 140 - Small Group Communication - Different Approaches - Compare different approaches to group tasks and evaluate the effectiveness of different approaches for different tasks and goals. (Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Quizzes and/or tests reviewing assigned readings.<br><b>Assessment Method Category:</b><br>Exam<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.                 |  |  |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up  |
|-----|--|---|--|---|
|     | CAN Dept - Communication Studies -<br>CAN COMM 140 - Small Group<br>Communication - Group Project -<br>Collaborate effectively with peers to<br>organize and prepare a group project.<br>(Created By CAN Dept -<br>Communication Studies)  | <b>Assessment Method:</b><br>Group presentations<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the<br>assignment with a grade of C or better.   |  |   |
|     | CAN Dept - Communication Studies -<br>CAN COMM 150 - Intercultural<br>Communication - Identify & apply -<br>Identify and apply terminology, concepts<br>and theoretical constructs of intercultural<br>communication to a variety of<br>intercultural contexts. (Created By CAN<br>Dept - Communication Studies) | <b>Assessment Method:</b><br>The purpose of this assignment is<br>explore what is being researched in the<br>field of Intercultural Communication,<br>specifically looking at how issues are<br>measured and reported. To complete this<br>assignment the following are required:<br>1. SELECT ONE INTERCULTURAL<br>COMMUNICATION TOPIC or issue of<br>interest.<br>2. READ TWO (2) RESEARCH<br>ARTICLES that deal with the topic<br>selected.<br>3. Select research from social science<br>journals, preferably communication<br>studies.<br><br>Library research is required for this<br>assignment (the librarians conduct a<br>workshop to help students with this). A<br>presentation in seminar format will be<br>conducted on the date the assignment is<br>due.<br><b>Assessment Method Category:</b><br>Essay<br><b>Success Criterion:</b><br>70% of students will complete the<br>assignment with a grade of C or better. | 12/19/2011 - 1 section: 27 students<br>25 students completed the assignment<br>(93% completion rate)<br>2 students did not complete the<br>assignment, nor did they pass the course.<br>Average score on the assignment =<br>81.25%<br>22 students completed the assignment<br>with a C or better (88%)<br>3 students scored less than a 70% on the<br>assignment<br><br>**This course was only offered in the<br>Fall 2011 semester<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012<br><b>Related Documents:</b><br><a href="#">BIBLIOGRAPHIC RESEARCH<br/>           PAPER</a> | 12/19/2011 - Continue using this<br>assignment as a way to identify and<br>apply theoretical constructs, concepts,<br>and terminology specific to intercultural<br>communication. A possible<br>improvement to this assignment may<br>include an improved grading rubric.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment |



| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results   | Action & Follow-Up   |
|-----|--|---|---|--|
|     |  | <p><b>Assessment Method:</b><br/>Exam</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>One online section of COMM 150 was assessed.</p> <p>Assessment tool: The final exam had 50 questions assessing Communication Studies related theories and critical assessment and improvement strategies related to a variety of intercultural contexts. The results by section are as follows:</p> <p>Section 1: 33 students were enrolled. 31 students scored a C or higher. 2 students scored a D or lower. Success rate = 94%</p> | <p>05/30/2014 - Exam #1 yielded positive results for assessing this SLO. Next semester I will examine the final exam to see if the success rates are as high as the first exam.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p>   |  |
|     | CAN Dept - Communication Studies -<br>CAN COMM 150 - Intercultural<br>Communication - Patterns that influence<br>- Identify major US and non-US cultural<br>patterns that influence human<br>communication and analyze prominent<br>intercultural value theory. (Created By<br>CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Multiple-choice exam/quiz</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>70% of students will complete the exam with a grade of C or better.</p>  | <p>05/28/2013 - Quiz #3 was distributed to the only COMM 150 section offered during the Spring 2013 semester. Quiz #3 is one of four quizzes given throughout the semester, and it specifically addressed the non-US cultural patterns that influence human communication and value theory. The quiz consisted of 10 multiple-choice questions, totaling 5 points. The test scores by grades are listed below.</p> <p>Of the 37 students enrolled in the course, 30 students completed the quiz (7 students did not show-up to class to take the quiz). Below are the scores for the quiz.</p> <p>30 students completed the quiz.</p> | <p>05/28/2013 - I will continue using the quiz as a method of assessing students' understanding of communication theories specific to the study of intercultural communication.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks | Results   | Action & Follow-Up |
|-----|-----------------|--|---|--------------------|
|     |                 |  | <p>A = 10<br/>B = 10<br/>C = 8<br/>D = 1<br/>F = 1</p> <p>28 out of 30 (93%) completed the quiz with a C or higher. However, when factoring in the 7 students who did not take the exam, the success rate is 75.7%, slightly above the desired average.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2012 - 2013</p> |                    |

CAN Dept - Communication Studies -  
CAN COMM 150 - Intercultural  
Communication - Context - Explain how  
context influences communication and  
distinguish the difference between high-  
context and low context orientations  
toward communication. (Created By  
CAN Dept - Communication Studies)

**Assessment Method:**  
Multiple-choice exam

**Assessment Method Category:**  
Exam

**Success Criterion:**  
70% of students will complete the  
assignment with a grade of C or better.

**Assessment Method:**  
Cultural analysis

**Assessment Method Category:**  
Other

**Success Criterion:**  
70% of students will complete the  
assignment with a grade of C or better.

12/18/2013 - Engagement activity: (in  
class assignment – done within the class)

Show short videos on 2 contrasting  
cultures

Students individually write which  
culture is low context and which is high  
context.

Groups discuss their results with each  
other.

Groups discuss in class the results –  
comparing and contrasting the two styles  
of communication

12/18/2013 - The engagement was very  
effective in demonstrating the  
difference between “low and high”  
context cultures. However, there are  
some changes to this assignment that I  
think would make it more effective:  
Instead of having this as an “in class”  
activity I would make it a “take home”  
assignment. The students would have  
to find and identify 2 cultures and  
compare and contrast the cultures  
within the low and high context SLO.  
This would allow for a more direct

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks   | Results   | Action & Follow-Up  |
|-----|---|--|---|---|
|     |   |  | <p>Student directions:<br/> Purpose: Compare and contrast two cultures based on “low context and high context” orientation.<br/> Identify which culture uses “low context” communication as a priority<br/> Give examples of this communication style within this culture based on the video<br/> Identify which culture uses “high context” communication as a priority<br/> Give examples of this communication style within this culture based on the video</p> <p>31 out of 38 students participated in this assignment<br/> Out of the 31 students who participated: 90% of the students received a C or better.<br/> <b>Result Type:</b><br/> Criterion met<br/> <b>Reporting Cycle:</b><br/> 2013 - 2014</p> | <p>grading procedure on my part – the students would hand in a typed paper which would allow for clearer grading procedures on my part. This would also allow the students a more in depth analysis in class as they would have prepared for the assignment beforehand.</p> <p><b>Action Plan Category:</b><br/> Conduct Further Assessment</p> |
|     | CAN Dept - Communication Studies - CAN COMM 180 - Introduction to Communication Studies - Identify & apply - Identify and apply terminology, concepts and theoretical constructs of human communication to a variety of contexts. (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/> Multiple-choice exam</p> <p><b>Assessment Method Category:</b><br/> Exam</p> <p><b>Success Criterion:</b><br/> 70% of students will complete the assignment with a grade of C or better.</p> |   |   |
|     |   | <p><b>Assessment Method:</b><br/> Essay or research paper</p> <p><b>Assessment Method Category:</b><br/> Essay</p>   | <p>05/30/2014 - Method for measuring achievement of SLO:<br/> Students were assigned a mid-semester Interpersonal Communication Paper</p>   | <p>05/30/2014 - Interpreting the results:<br/> The results suggest that students were able to ascertain various theories and their relationships within Interpersonal</p>   |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks  | Results   | Action & Follow-Up   |
|-----|-----------------|---|---|--|
|     |                 | <p><b>Success Criterion:</b><br/>At least 70% of students will earn a 'C' or higher</p> | <p>with the goal to identify one theory and two situational contexts and examine them together, the implications and research provided to date. Students were also asked to discuss future research avenues that they would find of value to them personally. The following rubric was used:</p> <ul style="list-style-type: none"> <li>• Identify and apply terminology (background breadth) - 10 points</li> <li>• Identify and apply concepts with future theoretical constraints (background depth)- 10 points</li> <li>• Connect theory to one situational context - 10 points</li> <li>• Connect theory to second situational context - 10 points</li> <li>• Written work guidelines (i.e., grammar, spelling) - 5 points</li> <li>• Overall logic and presentation of work (Title page, Abstract, APA) - 5 points</li> </ul> <p>Results:<br/>The average score on the Interpersonal Research Paper was a 40 out of 50.</p> <p>Two outliers existed in this course with minimal attendance and overall low participation resulting in a lower average score; however, if those scores are omitted, the average is 84% or 42 out of 50. Nonetheless, the criterion of at least 70 percent of students earning a 'C' or better for this SLO has been met.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> | <p>settings. Students described, defined and thoroughly investigated affects on relationships and/or situations; further, most students chose to research topics that were close to their hearts. As a bigger project in the course, these student scores indicate a higher level of thinking towards the very nature of 'why' or 'how come' in communication settings as well as their own lives. Additionally, students grasped the ideas of formatting with APA and academic writing so well through in class and Librarian led lectures. Overall, I am happy to report that this SLO has been met as well as students have had the opportunity to make real life connections with Interpersonal theories, contexts and constraints.</p> <p>Moving forward:<br/>Overall, I am happy with the results and the growth these students have experienced. I would offer myself the advice to sit down with those students who seem reluctant or in avoidance of class and/or the assignment. I will also build in a draft assignment for points as a method to filter through to those students that should be on my radar. These additional strategies would give students (and myself) more opportunities to identify at risk students as well as elevate some students into a higher level of academic writing on this Interpersonal Research Paper.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up   |
|-----|--|---|--|--|
|     | CAN Dept - Communication Studies - CAN COMM 180 - Introduction to Communication Studies - Fundamental characteristics - Define the fundamental characteristics of communication through the transactional model of communication.<br>(Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Multiple-choice exam<br><br><b>Assessment Method Category:</b><br>Exam<br><br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. |  |  |
|     | CAN Dept - Communication Studies - CAN COMM 180 - Introduction to Communication Studies - Perception & Influences - Describe the perception process and common influences that alter interpretation of a message.<br>(Created By CAN Dept - Communication Studies)                 | <b>Assessment Method:</b><br>Multiple-choice exam<br><br><b>Assessment Method Category:</b><br>Exam<br><br><b>Success Criterion:</b><br>70% of students will complete the exam with a grade of C or better.       | <p>05/28/2013 - Understanding of the perception process was initially informally measured during the mid-term review. Students were asked to raise their hand if they felt they could 'ace' a mid-term question on the perception process. Less than half of the class raised their hand. We reviewed the textbook explanation of perception, and walked through a short example.</p> <p>This SLO was measured during the midterm in 4 different ways: a true/false question designed to measure basic understanding of the concept of perception; a short answer question requiring recall of the perception process; and two interpretive questions requiring the students to apply the perception process to unique examples.</p> <p>Through these questions I sought to assess the students' depth of understanding. In the first measure, a basic definition, 19 of 20 students identified the correct answer. In the next measure (short answer), 18 of 20</p> | <p>05/28/2013 - The assessment instrument includes several approaches aimed to measure students' understanding of the material. I will continue using this assessment method.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks | Results  | Action & Follow-Up |
|-----|-----------------|--|--|--------------------|
|     |                 |  | <p>students successfully responded, though 13 received partial credit. In the two application questions, 16 students successfully answered each question, however not the same 16 students. In total, 13 students successfully answered BOTH questions, and 7 students received only partial credit.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2012 - 2013</p> |                    |

| SLO  | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up  |
|--|--|---|--|---|
| Students will be able to analyze social science concepts and theories. | CAN Dept - Communication Studies - CAN COMM 110 - Public Speaking - Identifying Appropriate Topics - Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Informative Speech. The primary purpose of informative speaking is to ensure the audience's clear understanding of the ideas presented. The purpose of this speech is to present a clear explanation of complex material to the audience. The topic should be intellectually challenging, informative and interesting to the audience. Students are required to do research and cite their sources (in the text, in the speech, and on a reference page).</p> <p><b>Assessment Method Category:</b><br/>Presentation/Performance</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> <p><b>Related Documents:</b><br/><a href="#">Informative Speech Rubric</a></p> | <p>12/18/2013 - Two sections of COMM 110 and COMM 110 Honors were assessed. The COMM 110 section had 30 students enrolled, and the COMM 110 Honors section had 11 students enrolled. The results of the informative speech is as follows:</p> <p>COMM 110: 24 students earned a C or higher and 6 students earned a D or lower. The success rate = 80%</p> <p>COMM 110 Honors: 10 students earned a C or higher and 1 student earned a D or lower. The success rate = 91%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> <p>05/30/2012 - 3 sections: 91 students enrolled</p> <p>Passed with a C or higher: 85 students</p> | <p>12/18/2013 - This assignment is a requirement of the course. Due to informative outline drafts, the students received feedback on their topics from me at least a week before delivering the informative speech. I will continue assigning the draft as I believe it directly helps students succeed at delivery their informative speech.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> <p>05/30/2012 - Successfully completing the two rounds of speech plan/full-sentence outlines prepare students to complete the informative speech. This</p> |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up  |
|-----|-----------------|---|--|---|
|     |                 |   | <p>Completion = 93.4%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p>  | <p>is reflected in the high completion rates for this assignment.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>  |
|     |                 |   | <p>12/19/2011 - 3 sections: 83 students enrolled</p> <p>Passed with a C or higher: 73 students</p> <p>Completion = 87.9%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> <p><b>Related Documents:</b><br/><a href="#">Informative Speech Rubric</a></p>  | <p>12/19/2011 - The rubric seems to assist in clearly identifying the expectations of the assignment. The scale levels of achievement along dimensions seem to be helpful to the students in understanding how to be successful in this assignment.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>  |
|     |                 | <p><b>Assessment Method:</b><br/>Persuasive Speech. This speech is designed to apply all of the concepts students have learned so far in this course. The goal is to influence the audience in a desired direction. Students' theses should be phrased as a proposition of public policy (should/should not). In addition, students must call for a direct and specific course of action from the audience (Note: Do not tell the audience to be different or think differently, but to DO different). The speech is to be based on sound reasoning and evidence and must include motivational appeals and credibility.</p> <p><b>Assessment Method Category:</b><br/>Presentation/Performance</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>05/30/2012 - 3 sections: 91 students enrolled</p> <p>82 students completed the assignment with 70% or better.</p> <p>Completion rate =90.1 %</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> <p>12/19/2011 - 3 sections: 83 students enrolled</p> <p>63 students completed the assignment with 70% or better.</p> <p>Completion rate = 75%</p> <p><b>Result Type:</b></p> | <p>05/30/2012 - The use of a analytic rubric, one that has scale levels of achievement and content dimensions stating expectations within each scale, has greatly improved student success on this assignment. Longitudinal data on the use of rubrics in oral communication is needed. Further research is required.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> <p>12/19/2011 - The use of a analytic rubric, one that has scale levels of achievement and content dimensions stating expectations within each scale, will greatly improve student success on this assignment. Longitudinal data on the use of rubrics in oral</p> |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up  |
|-----|---|---|--|---|
|     |   | <b>Related Documents:</b><br><a href="#">Persuasive Speech Rubric</a>   | Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012<br><br><b>Related Documents:</b><br><a href="#">Persuasive Speech Rubric</a>   | communication is needed. Further research on rubric development needed.<br><br><b>Action Plan Category:</b><br>Develop new evaluation methods   |
|     | CAN Dept - Communication Studies - CAN COMM 110 - Public Speaking - Audience Role - Analyze the role of the audience, both from a speaker's perspective and from the audience perspective, engaging in critical and analytical listening<br><br>(Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Class participation<br><b>Assessment Method Category:</b><br>Other<br><b>Success Criterion:</b><br>70% of students will earn at least a C in class participation points  | 12/19/2011 - 3 sections = 83 students enrolled<br><br>Students earning a 7/10 (a C letter grade) in participation = 64<br>Completion = 77%<br><br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012   | 01/12/2012 - Students arriving late to class or not attending class served as the major cause of missing in-class work and or discussion. Clearer expectations on the course syllabus will be included for the Spring 2012 semester in regards to class participation.<br><br><b>Action Plan Category:</b><br>Revise course syllabus or outline   |
|     |   | <b>Assessment Method:</b><br>Self-assessment of two recorded speeches: the informative speech and the persuasive speech.<br><b>Assessment Method Category:</b><br>Essay<br><b>Success Criterion:</b><br>70% of students completing self-evaluations for both the informative and persuasive speeches. | 05/30/2014 - 2 sections (one Honors section, one non-Honors) = 36 students<br><br>1st self-evaluation completion = 31 students, 86%<br>2nd self-evaluation completion = 30 students, 83%<br><br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2013 - 2014 | 05/30/2014 - During the Spring 2014 semester, the student self-assessment paper completion rates were higher than past semesters. However, across the semesters, fewer students submit a second self-evaluation. A greater emphasis on the value of self-assessments was stressed following post action plans. I will also reemphasize the important of participated in both reflections.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment |
|     |   |   | 05/30/2012 - 3 sections = 91 students  |   |



| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results   | Action & Follow-Up  |
|-----|--|---|---|---|
|     |  |   | <p>1st self-evaluation completion = 78 students, 85.7%</p> <p>2nd self-evaluation completion = 73 students, 80%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p>   | <p>05/30/2012 - During the Spring 2012 semester, the student self-assessment paper completion rates were higher than the Fall 2011 semester. The first and second self-assessment completion percentage increase by 15.83% and 4.1%, respectively. A greater emphasis on the value of self-assessments were stressed, following the Fall 2012 action plan.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     |  |   | <p>12/19/2011 - 3 sections = 83 students</p> <p>1st self-evaluation completion = 58 students, 69.87%</p> <p>2nd self-evaluation completion = 63 students, 75.9%</p> <p><b>Result Type:</b><br/>Inconclusive</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p>  | <p>01/12/2012 - Because the assignments are only worth 2% each, 4% total, students often do not make this assignment a priority. One section in particular had a 50% completion rate, influencing the overall completion percentages. Additional data needed. In the interim, emphasis will be made on completing the assignments.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>                         |
|     | CAN Dept - Communication Studies - CAN COMM 110 - Public Speaking - Extemporaneous Speeches - Develop greater confidence to effectively present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery. (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Speeches given in class.</p> <p><b>Assessment Method Category:</b><br/>Presentation/Performance</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>05/30/2013 - One section of COMM 110 was offered in the Spring 2013. This section consisted of 25 public speaking students (5 students dropped the course) and 9 public speaking honors students. The Special Occasion speech was used to assess this SLO. The results are as follows.</p> <p>21 out of 25 public speaking students completed the Special Occasion speech.</p> | <p>05/30/2013 - I will continue using the Special Occasion speech as a method of assessing extemporaneous speeches.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>  |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks | Results  | Action & Follow-Up   |
|-----|-----------------|--|--|--|
|     |                 |  | <p>A = 18<br/>B = 1<br/>C = 1<br/>D = 0<br/>F = 1</p> <p>9 out of 9 public speaking honors students completed the Special Occasion speech.<br/>A = 8<br/>B = 0<br/>C = 1<br/>D = 0<br/>F = 0</p> <p>Out of 34 students, 29 students completed the speech with a C or higher (85%). 1 student failed the assignment. 4 students did not complete the assignment.</p> <p><b>Result Type:</b><br/>Criterion met<br/><b>Reporting Cycle:</b><br/>2012 - 2013</p> |  |
|     |                 |  | <p>12/19/2012 - Section 1: 34 students completed the Special Occasion speech. The scores are as follows:<br/>A = 19<br/>B = 9<br/>C = 0<br/>D = 3<br/>F = 3<br/>Incomplete: 2</p> <p>28 out of 34 students completed the speech with a C or higher (82%); 6 students failed the assignment.</p> <p>Section 2: 31 students completed the</p>  | <p>12/19/2012 - I will continue using the Special Occasion speech as a method of assessing extemporaneous speeches. I am interested in seeing whether students earn C's in future semesters on this assignment (neither section had a student scoring a C on the speech).</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks | Results   | Action & Follow-Up   |
|-----|-----------------|--|---|--|
|     |                 |  | <p>speech. The scores are as follows:<br/> A = 23<br/> B = 5<br/> C = 0<br/> D = 1<br/> F = 2</p> <p>28 out of 31 students completed the speech with a C or higher (90%); 3 students failed the assignment.</p> <p><b>Result Type:</b><br/> Criterion met</p> <p><b>Reporting Cycle:</b><br/> 2012 - 2013</p>   |  |
|     |                 |  | <p>12/19/2011 - 3 sections = 83 students</p> <p>5 extemporaneous speeches required: Delivery, Informative, Special Occasion, Selling, and Persuasive.</p> <p>Completion percentages per speech with a grade C or higher are as follows:<br/> Delivery (5% of overall grade): 81 = 97.6%<br/> Informative (25% of overall grade): 73 = 88%<br/> Special Occasion (5% of overall grade): 68 = 81.9%<br/> Selling (5% of overall grade): 66 = 79.5%<br/> Persuasive (32% of overall grade): 63 = 75.9%</p> <p><b>Result Type:</b><br/> Criterion met</p> <p><b>Reporting Cycle:</b><br/> 2011 - 2012</p> | <p>12/19/2011 - The use of a analytic rubric, one that has scale levels of achievement and content dimensions stating expectations within each scale, will greatly improve student success on this assignment. Longitudinal data on the use of rubrics in oral communication is needed. Further research on rubric development needed.</p> <p><b>Action Plan Category:</b><br/> Develop new evaluation methods</p> |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up  |
|-----|---|--|--|---|
|     | CAN Dept - Communication Studies - CAN COMM 127 - Argumentation and Debate - Oral presentations - Create and compose argumentative texts and/or oral presentations. (Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Debate, which includes speech outlines and extemporaneous delivery.<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. | 12/18/2013 - PARLIAMENTARY DEBATE #1 - VALUE<br>For this assignment, you will team up with someone in the class and debate against another team on a value proposition. Since this is a limited preparation style of debate, you will need to focus on direct refutation of arguments, clear organization, and the use of examples and illustrations for evidence. Effective teamwork is also essential; you will need to help each other develop arguments during the preparation time and respond to arguments during the debate.<br><br>REQUIREMENTS:<br>The debate will be arranged as follows:<br>1st Aff Constructive 3 min 2nd Neg Constructive 4 min<br>1st Neg Constructive 4 min Neg Rebuttal 1 min<br>2nd Aff Constructive 4 min Aff Rebuttal 2 min<br>The first affirmative/negative speaker also gives the rebuttal. You and your partner will decide who does what.<br>The first constructive speaker should construct a value case using the criteria application model. You should support your points thoroughly with examples and other "common knowledge" forms of evidence, and use sound logical reasoning to connect the evidence to your claims.<br>The second constructive speaker should thoroughly refute opposing arguments and extend upon the points made during the first constructive. The rebuttal should finish any refutation and summarize why you have won the debate.<br>All speeches should be well organized, previewing the main points in the | 12/18/2013 - The debate is an excellent learning tool that encompasses of the SLO's for the course. One change I will make for that is the time allowed for arguments and rebuttals. Student cross examination and rebuttals were too short. Arguments, questions and response arguments for those questions need more time to develop.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up |
|-----|-----------------|--|--|--------------------|
|     |                 |  | <p>introduction and reviewing them at the end. Also try to use signposts to indicate the order of your points. When refuting the opposing case or supporting your own, try to go in the same order as it was originally presented.</p> <p>Your delivery should be extemporaneous, using flowcharts that contain your arguments written in an abbreviated form.</p> <p>Audience interaction is an important part of parliamentary debate. Show your support for an argument by rapping your knuckles on the desk.</p> <p>Instead of an outline, you will turn in your flowcharts that you take during the debate. Although these can be rough around the edges, I will be looking for thorough note taking and effective organization.</p> <p>20 out of 21 students participated in this assignment</p> <p>Out of the 20 students who participated: 95% of the students received a C or better.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> |                    |
|     |                 | <p><b>Assessment Method:</b><br/>Article analysis</p> <p><b>Assessment Method Category:</b><br/>Other</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> |  |                    |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks   | Results | Action & Follow-Up |
|-----|--|--|---------|--------------------|
|     | CAN Dept - Communication Studies - CAN COMM 127 - Argumentation and Debate - Inferential reasoning - Distinguish between factual statements and inferential reasoning in texts and oral rhetoric (Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Debate, which includes speech outlines and extemporaneous delivery.<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. |         |                    |
|     |  | <b>Assessment Method:</b><br>Article analysis<br><b>Assessment Method Category:</b><br>Other<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.   |         |                    |
|     | CAN Dept - Communication Studies - CAN COMM 127 - Argumentation and Debate - Validity - Evaluate the validity and soundness of arguments. (Created By CAN Dept - Communication Studies)  | <b>Assessment Method:</b><br>Debate, which includes speech outlines and extemporaneous delivery.<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. |         |                    |
|     |  | <b>Assessment Method:</b><br>Article analysis<br><b>Assessment Method Category:</b><br>Other<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.   |         |                    |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks   | Results   | Action & Follow-Up   |
|-----|---|--|---|--|
|     | CAN Dept - Communication Studies - CAN COMM 127 - Argumentation and Debate - Fallacies - Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations.<br>(Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Debate, which includes speech outlines and extemporaneous delivery.<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. |   |  |
|     |   | <b>Assessment Method:</b><br>Article analysis<br><b>Assessment Method Category:</b><br>Other<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.   | 12/18/2013 - Assessment tool:<br><br>Article Analysis 2:<br>Locate a short article (newspaper, internet, magazine etc...) and identify at least two fallacies it contains. Explain which fallacies are used and why. How does the author manipulate the key information and purpose of the article by using these fallacies?<br><br>Answer the following questions:<br><br>What is the main purpose (key issue/s) of the article/author?<br><br>What is the most important information in this article? (ie reasons etc.)<br><br>Identify two fallacies and why you think each is a particular fallacy.<br><br>How does the author manipulate the key information and purpose of the article by using these fallacies?<br><br>The article must accompany the paper. The paper is to be approximately 2 to 4 | 12/18/2013 - As for the fallacy assignment, I want to include the option of videos. The students will be able to analyze argument structure and the use of fallacies through online or televised debates (televised debates include non-formal debates such as news channels who bring guests on to discuss opposing views). |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up   |
|-----|--|---|--|--|
|     |  |   | <p>pages, double spaced and typed. APA format is required.</p> <p>18 out of 21 students participated in this assignment<br/>Out of the 20 students who participated: 85% of the students received a C or better.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p>   |  |
|     | <p>CAN Dept - Communication Studies - CAN COMM 130 - Interpersonal Communication</p> <p>- Field of Communication - Describe the field of communication and explain the theories, models, and concepts particular to the study of interpersonal communication.</p> <p>(Created By CAN Dept - Communication Studies)</p> | <p><b>Assessment Method:</b><br/>Multiple-choice exam</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>70% of students will complete the exam with a grade of C or better.</p> | <p>12/18/2013 - Three sections of COMM 130 were assessed.<br/>Assessment tool: The EXAM #1 had 40 questions assessing Communication Studies related theories. The results by section are as follows:</p> <p>Section 1: 33 students were enrolled. 31 students scored a C or higher. 2 students scored a D or lower. Success rate = 94%</p> <p>Section 2: 42 students were enrolled. 40 students scored a C or higher. 1 student scored a D or lower. 1 student did not take the exam. Success rate: 95%</p> <p>Section 3: 40 student were enrolled. All 40 students scored a C or higher. Success rate: 100%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> | <p>12/18/2013 - Exam #1 yielded positive results for assessing this SLO. Next semester I will examine the final exam to see if the success rates are as high as the first exam given in the semester.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     |  |   | <p>05/28/2013 - EXAM #3 was distributed to 3 sections of COMM 130. The exam is the third and final exam and is given</p>   | <p>05/28/2013 - I will continue using the exam as a method of assessing students' understanding of communication</p>   |



| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks | Results  | Action & Follow-Up  |
|-----|-----------------|--|--|---|
|     |                 |  | <p>the last week of instruction; it is not cumulative. The exam consisted of 40 multiple-choice questions, totaling 10 points. The test scores per section are listed below.</p> <p>Section one: 35 students completed the exam.<br/> A = 2<br/> B = 9<br/> C = 9<br/> D = 11<br/> F = 4</p> <p>20 students received a C or higher on the exam (57%). However, the average score on the exam was above 70%.</p> <p>Section two: 34 students completed the exam<br/> A = 2<br/> B = 7<br/> C = 9<br/> D = 11<br/> F = 6</p> <p>18 students received a C or higher on the exam (53%). However, the average score on the exam was above 70%.</p> <p>Section three: 35 students completed the exam.<br/> A = 2<br/> B = 9<br/> C = 9<br/> D = 11<br/> F = 4</p> <p>20 students received a C or higher on the exam (57%). However, the average score on the exam was above 70%.</p> | <p>theories, models, and concepts specific to the study of interpersonal communication. Rather than reporting the average scores on the test, I will communicate to students the letter grade breakdown for all of the exams. Perhaps this may motivate students to score higher on the third and final exam of the semester.</p> <p><b>Action Plan Category:</b><br/> Conduct Further Assessment</p> |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks  | Results   | Action & Follow-Up  |
|-----|---|---|---|---|
|     |   |   | <p>Total students taking the exam = 104<br/>Total students passing the exam with a C or higher = 58 (55.8%)</p> <p><b>Result Type:</b><br/>Inconclusive<br/><b>Reporting Cycle:</b><br/>2012 - 2013</p>   |   |
|     | <p>CAN Dept - Communication Studies - CAN COMM 130 - Interpersonal Communication</p> <p>- Self-Concept &amp; Interpersonal Relations</p> <p>- Analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in interpersonal relations.</p> <p>(Created By CAN Dept - Communication Studies)</p> | <p><b>Assessment Method:</b><br/>The purpose of the presentation is to identify significant components and qualities of your self-concept by translating them into symbols you can share with others. Students will demonstrate their understanding of their self-concept in three ways: a 3-4 minute presentation, a full-sentence outline/speech plan, and a reflection paper due following the presentation.</p> <p><b>Assessment Method Category:</b><br/>Presentation/Performance</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>05/30/2012 - 2 sections = 80 students enrolled</p> <p>79 out of students completed the presentation and full-sentence outline/speaking plan. (98.75% completion rate)</p> <p>65 out of students completed all three parts of the assignment: presentation, full-sentence outline/speaking plan, &amp; reflection paper. (81.25% completion rate)</p> <p>*Average score on the assignment = 86.25%<br/>*77 students scored at least a 70% on the assignment (96.25%)</p> <p><b>Result Type:</b><br/>Criterion met<br/><b>Reporting Cycle:</b><br/>2011 - 2012</p> | <p>05/30/2012 - In addition to students reflecting on how well the assignment helped them learn about their self-concept, incorporating a student survey aimed at examining students' overall interpersonal communication skills has value. Incorporating a valid and reliable survey tested by the National Communication Association, the national governing organization for Communication Studies, could be used in the future in order to measure student learning in COMM 130.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     |   |   | <p>12/19/2011 - *1 section = 42 students enrolled<br/>*40 out of 42 students completed the presentation and full-sentence outline/speaking plan. (95% completion rate)<br/>*37 out of 42 students completed all three parts of the assignment:</p>  | <p>12/19/2011 - The assignment is a successful assignment that measures students' understanding of their self-concept and interpersonal relations. The action plan for this SLO is to continue incorporating this assignment into the COMM 130 course. A potential improvement to this assignment may</p>   |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up  |
|-----|---|---|--|---|
|     |   |   | <p>presentation, full-sentence outline/speaking plan, &amp; reflection paper. (88% completion rate)<br/>           *2 students did not complete the assignment; they both held their retention status and completed the course.<br/>           *Average score on the assignment = 87%<br/>           *35 students scored at least a 70% on the assignment (95%)<br/>           *2 students scored less than a 70% on the assignment<br/> <b>Result Type:</b><br/>           Criterion met<br/> <b>Reporting Cycle:</b><br/>           2011 - 2012<br/> <b>Related Documents:</b><br/> <a href="#">THE BROWN BAG ASSIGNMENT</a></p> | <p>include adding a clearer grading rubric.</p> <p><b>Action Plan Category:</b><br/>           Conduct Further Assessment</p>   |
|     | CAN Dept - Communication Studies - CAN COMM 130 - Interpersonal Communication<br>- Improvement Strategies - Utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication as well as for their fellow students. (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>           Conflict management essay; critical reflection<br/> <b>Assessment Method Category:</b><br/>           Essay<br/> <b>Success Criterion:</b><br/>           70% of students will complete the assignment with a grade of C or better.</p> | <p>12/19/2012 - This assignment asks students to examine a relationship that they are less than satisfied with and one in which they feel can be improved. Students will explore what they find unsatisfying with the relationship and identify a plan that could use to improve it in the future.</p> <p>Section 1: 41 students completed the essay. The results are as follows:<br/>           A = 15<br/>           B = 18<br/>           C = 0<br/>           D = 2<br/>           F = 7</p> <p>32 of the 41 students earned a C or better on the essay (78%); 7 students failed the assignment.</p>                           | <p>12/19/2012 - I will continue using this assignment to assess SLOs for this course.</p> <p><b>Action Plan Category:</b><br/>           Conduct Further Assessment</p> |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks   | Results   | Action & Follow-Up  |
|-----|-----------------|--|---|---|
|     |                 |  | <p>Section 2: 38 students completed the essay. The results are as follows:<br/> A = 15<br/> B = 16<br/> C = 2<br/> D = 2<br/> F = 3</p> <p>33 of the 38 students earned a C or better on the essay (86%); 5 students failed the assignment.<br/> 32 of the 41 students earned a C or better on the essay (78%); 7 students failed the assignment.</p> <p><b>Result Type:</b><br/> Criterion met</p> <p><b>Reporting Cycle:</b><br/> 2012 - 2013</p>   |   |
|     |                 | <p><b>Assessment Method:</b><br/> Exam or quiz</p> <p><b>Assessment Method Category:</b><br/> Exam</p> <p><b>Success Criterion:</b><br/> 70% of students will complete the assignment with a grade of C or better.</p> | <p>05/30/2014 - Three sections of COMM 130 were assessed.</p> <p>Assessment tool: The final exam had 40 questions assessing Communication Studies related theories and critical assessment and improvement strategies. The results by section are as follows:</p> <p>Section 1: 37 students were enrolled. 28 students scored a C or higher. 11 students scored a D or lower. Success rate = 75%</p> <p>Section 2: 36 students completed the exam (38 students were enrolled). Of the students who took the exam, 26 students scored a C or higher. 10 students scored a D or lower. 1 student did not take the exam. Success rate: 92%</p> | <p>05/30/2014 - Connecting to past action plans, I assessed the final exam. The final exam yielded positive results for assessing this SLO. There were a higher number of students who scored lower than a 'C' on the exam, but it also covered more chapters than the previous two exams. However, even given this, the criterion was still achieved. I will continue to assess final exam scores in the future.</p> <p><b>Action Plan Category:</b><br/> Conduct Further Assessment</p> |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up   |
|-----|--|--|--|--|
|     |  |  | <p>Section 3: 35 student were enrolled. 22 students scored a C or higher. 13 students scored a D or lower. Success rate: 63%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p>   |  |
|     | CAN Dept - Communication Studies - CAN COMM 140 - Small Group Communication - Theories - Identify and explain theories of group communication within the larger spectrum of communication studies. (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Group project</p> <p><b>Assessment Method Category:</b><br/>Project</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p>  |  |  |
|     | CAN Dept - Communication Studies - CAN COMM 140 - Small Group Communication - Roles and Processes - Demonstrate and understanding of group roles and processes. (Created By CAN Dept - Communication Studies)                                    | <p><b>Assessment Method:</b><br/>Short (3-5 page) reflective essays evaluating the group process.</p> <p><b>Assessment Method Category:</b><br/>Essay</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>12/19/2012 - 25 students completed the reflective essay. The results are as follows:<br/>A = 15<br/>B = 4<br/>C = 1<br/>D = 1<br/>F = 4</p> <p>20 of the 25 students earned a C or higher on the assignment (80%); 5 students failed.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2012 - 2013</p> | <p>12/19/2012 - I will continue using this assignment as a assessment tool. I am interested to see how future students core on this assignment. I want to see if there is a trend in the majority of the students earning an A. If so, perhaps a more rigorous scoring rubric should be used.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results   | Action & Follow-Up  |
|-----|--|---|---|---|
|     | CAN Dept - Communication Studies -<br>CAN COMM 140 - Small Group<br>Communication - Different Approaches<br>- Compare different approaches to group tasks and evaluate the effectiveness of different approaches for different tasks and goals. (Created By CAN Dept - Communication Studies)        | <b>Assessment Method:</b><br>Quizzes and/or tests reviewing assigned readings.<br><b>Assessment Method Category:</b><br>Exam<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.  |   |   |
|     | CAN Dept - Communication Studies -<br>CAN COMM 140 - Small Group<br>Communication - Group Project -<br>Collaborate effectively with peers to organize and prepare a group project. (Created By CAN Dept - Communication Studies)   | <b>Assessment Method:</b><br>Group presentations<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.  |   |   |
|     | CAN Dept - Communication Studies -<br>CAN COMM 150 - Intercultural<br>Communication - Identify & apply -<br>Identify and apply terminology, concepts and theoretical constructs of intercultural communication to a variety of intercultural contexts. (Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>The purpose of this assignment is explore what is being researched in the field of Intercultural Communication, specifically looking at how issues are measured and reported. To complete this assignment the following are required:<br>1. SELECT ONE INTERCULTURAL COMMUNICATION TOPIC or issue of interest.<br>2. READ TWO (2) RESEARCH ARTICLES that deal with the topic selected.<br>3. Select research from social science journals, preferably communication studies.<br><br>Library research is required for this assignment (the librarians conduct a workshop to help students with this). A | 12/19/2011 - 1 section: 27 students<br>25 students completed the assignment (93% completion rate)<br>2 students did not complete the assignment, nor did they pass the course.<br>Average score on the assignment = 81.25%<br>22 students completed the assignment with a C or better (88%)<br>3 students scored less than a 70% on the assignment<br><br>**This course was only offered in the Fall 2011 semester<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2011 - 2012<br><b>Related Documents:</b> | 12/19/2011 - Continue using this assignment as a way to identify and apply theoretical constructs, concepts, and terminology specific to intercultural communication. A possible improvement to this assignment may include an improved grading rubric.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks  | Results   | Action & Follow-Up  |
|-----|---|---|---|---|
|     |   | <p>presentation in seminar format will be conducted on the date the assignment is due.</p> <p><b>Assessment Method Category:</b><br/>Essay</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p>   | <p><a href="#"><u>BIBLIOGRAPHIC RESEARCH PAPER</u></a></p>  |   |
|     |   | <p><b>Assessment Method:</b><br/>Exam</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>One online section of COMM 150 was assessed.</p> <p>Assessment tool: The final exam had 50 questions assessing Communication Studies related theories and critical assessment and improvement strategies related to a variety of intercultural contexts. The results by section are as follows:</p> <p>Section 1: 33 students were enrolled. 31 students scored a C or higher. 2 students scored a D or lower. Success rate = 94%</p> | <p>05/30/2014 - Exam #1 yielded positive results for assessing this SLO. Next semester I will examine the final exam to see if the success rates are as high as the first exam.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p>                     |   |
|     | CAN Dept - Communication Studies - CAN COMM 150 - Intercultural Communication - Patterns that influence - Identify major US and non-US cultural patterns that influence human communication and analyze prominent intercultural value theory. (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Multiple-choice exam/quiz</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>70% of students will complete the exam with a grade of C or better.</p>  | <p>05/28/2013 - Quiz #3 was distributed to the only COMM 150 section offered during the Spring 2013 semester. Quiz #3 is one of four quizzes given throughout the semester, and it specifically addressed the non-US cultural patterns that influence human communication and value theory. The</p> | <p>05/28/2013 - I will continue using the quiz as a method of assessing students' understanding of communication theories specific to the study of intercultural communication.</p> <p><b>Action Plan Category:</b></p> |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up         |
|-----|--|--|--|----------------------------|
|     |  |  | <p>quiz consisted of 10 multiple-choice questions, totaling 5 points. The test scores by grades are listed below.</p> <p>Of the 37 students enrolled in the course, 30 students completed the quiz (7 students did not show-up to class to take the quiz). Below are the scores for the quiz.</p> <p>30 students completed the quiz.<br/> A = 10<br/> B = 10<br/> C = 8<br/> D = 1<br/> F = 1</p> <p>28 out of 30 (93%) completed the quiz with a C or higher. However, when factoring in the 7 students who did not take the exam, the success rate is 75.7%, slightly above the desired average.</p> <p><b>Result Type:</b><br/> Criterion met<br/> <b>Reporting Cycle:</b><br/> 2012 - 2013</p> | Conduct Further Assessment |
|     | <p>CAN Dept - Communication Studies - CAN COMM 150 - Intercultural Communication - Context - Explain how context influences communication and distinguish the difference between high-context and low context orientations toward communication. (Created By CAN Dept - Communication Studies)</p> | <p><b>Assessment Method:</b><br/> Multiple-choice exam<br/> <b>Assessment Method Category:</b><br/> Exam<br/> <b>Success Criterion:</b><br/> 70% of students will complete the assignment with a grade of C or better.</p> |  |                            |



| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up   |
|-----|-----------------|---|--|--|
|     |                 | <b>Assessment Method:</b><br>Cultural analysis<br><b>Assessment Method Category:</b><br>Other<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. | <p>12/18/2013 - Engagement activity: (in class assignment – done within the class)</p> <p>Show short videos on 2 contrasting cultures</p> <p>Students individually write which culture is low context and which is high context.</p> <p>Groups discuss their results with each other.</p> <p>Groups discuss in class the results – comparing and contrasting the two styles of communication</p> <p>Student directions:<br/>           Purpose: Compare and contrast two cultures based on “low context and high context” orientation.<br/>           Identify which culture uses “low context” communication as a priority<br/>           Give examples of this communication style within this culture based on the video<br/>           Identify which culture uses “high context” communication as a priority<br/>           Give examples of this communication style within this culture based on the video</p> <p>31 out of 38 students participated in this assignment<br/>           Out of the 31 students who participated: 90% of the students received a C or better.</p> <p><b>Result Type:</b><br/>           Criterion met<br/> <b>Reporting Cycle:</b><br/>           2013 - 2014</p> | <p>12/18/2013 - The engagement was very effective in demonstrating the difference between “low and high” context cultures. However, there are some changes to this assignment that I think would make it more effective: Instead of having this as an “in class” activity I would make it a “take home” assignment. The students would have to find and identify 2 cultures and compare and contrast the cultures within the low and high context SLO. This would allow for a more direct grading procedure on my part – the students would hand in a typed paper which would allow for clearer grading procedures on my part. This would also allow the students a more in depth analysis in class as they would have prepared for the assignment beforehand.</p> <p><b>Action Plan Category:</b><br/>           Conduct Further Assessment</p> |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up  |
|-----|--|---|--|---|
|     | apply - Identify and apply terminology, concepts and theoretical constructs of human communication to a variety of contexts. (Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Multiple-choice exam<br><br><b>Assessment Method Category:</b><br>Exam<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. |  |   |
|     |  | <b>Assessment Method:</b><br>Essay or research paper<br><b>Assessment Method Category:</b><br>Essay<br><b>Success Criterion:</b><br>At least 70% of students will earn a 'C' or higher                        | 05/30/2014 - Method for measuring achievement of SLO:<br>Students were assigned a mid-semester Interpersonal Communication Paper with the goal to identify one theory and two situational contexts and examine them together, the implications and research provided to date. Students were also asked to discuss future research avenues that they would find of value to them personally. The following rubric was used:<br><ul style="list-style-type: none"> <li>• Identify and apply terminology (background breadth) - 10 points</li> <li>• Identify and apply concepts with future theoretical constraints (background depth)- 10 points</li> <li>• Connect theory to one situational context - 10 points</li> <li>• Connect theory to second situational context - 10 points</li> <li>• Written work guidelines (i.e., grammar, spelling) - 5 points</li> <li>• Overall logic and presentation of work (Title page, Abstract, APA) - 5 points</li> </ul><br>Results:<br>The average score on the Interpersonal Research Paper was a 40 out of 50.<br><br>Two outliers existed in this course with minimal attendance and overall low | 05/30/2014 - Interpreting the results:<br>The results suggest that students were able to ascertain various theories and their relationships within Interpersonal settings. Students described, defined and thoroughly investigated affects on relationships and/or situations; further, most students chose to research topics that were close to their hearts. As a bigger project in the course, these student scores indicate a higher level of thinking towards the very nature of 'why' or 'how come' in communication settings as well as their own lives. Additionally, students grasped the ideas of formatting with APA and academic writing so well through in class and Librarian led lectures. Overall, I am happy to report that this SLO has been met as well as students have had the opportunity to make real life connections with Interpersonal theories, contexts and constraints.<br><br>Moving forward:<br>Overall, I am happy with the results and the growth these students have experienced. I would offer myself the advice to sit down with those students who seem reluctant or in avoidance of class and/or the assignment. I will also build in a draft assignment for points as |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up   |
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|     |  |   | <p>participation resulting in a lower average score; however, if those scores are omitted, the average is 84% or 42 out of 50. Nonetheless, the criterion of at least 70 percent of students earning a 'C' or better for this SLO has been met.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p>  | <p>a method to filter through to those students that should be on my radar. These additional strategies would give students (and myself) more opportunities to identify at risk students as well as elevate some students into a higher level of academic writing on this Interpersonal Research Paper.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     | CAN Dept - Communication Studies - CAN COMM 180 - Introduction to Communication Studies - Fundamental characteristics - Define the fundamental characteristics of communication through the transactional model of communication.<br>(Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Multiple-choice exam</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> |  |  |
|     | CAN Dept - Communication Studies - CAN COMM 180 - Introduction to Communication Studies - Perception & Influences - Describe the perception process and common influences that alter interpretation of a message.<br>(Created By CAN Dept - Communication Studies)                 | <p><b>Assessment Method:</b><br/>Multiple-choice exam</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>70% of students will complete the exam with a grade of C or better.</p>       | <p>05/28/2013 - Understanding of the perception process was initially informally measured during the mid-term review. Students were asked to raise their hand if they felt they could 'ace' a mid-term question on the perception process. Less than half of the class raised their hand. We reviewed the textbook explanation of perception, and walked through a short example.</p> <p>This SLO was measured during the midterm in 4 different ways: a true/false question designed to measure basic</p> | <p>05/28/2013 - The assessment instrument includes several approaches aimed to measure students' understanding of the material. I will continue using this assessment method.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>   |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks | Results  | Action & Follow-Up |
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|     |                 |  | <p>understanding of the concept of perception; a short answer question requiring recall of the perception process; and two interpretive questions requiring the students to apply the perception process to unique examples.</p> <p>Through these questions I sought to assess the students' depth of understanding. In the first measure, a basic definition, 19 of 20 students identified the correct answer. In the next measure (short answer), 18 of 20 students successfully responded, though 13 received partial credit. In the two application questions, 16 students successfully answered each question, however not the same 16 students. In total, 13 students successfully answered BOTH questions, and 7 students received only partial credit.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2012 - 2013</p> |                    |

| SLO   | Course Outcomes  | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up   |
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| Students will be able to evaluate diverse viewpoints related to the human experience. | CAN Dept - Communication Studies - CAN COMM 110 - Public Speaking - Identifying Appropriate Topics - Use critical thinking to identify socially significant and intellectual topics that will be researched, developed, and organized in speech outlines (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b></p> <p>Informative Speech. The primary purpose of informative speaking is to ensure the audience's clear understanding of the ideas presented. The purpose of this speech is to present a clear explanation of complex material to the audience. The topic should be intellectually challenging, informative and interesting to the audience. Students are required to do research and cite their</p> | <p>12/18/2013 - Two sections of COMM 110 and COMM 110 Honors were assessed. The COMM 110 section had 30 students enrolled, and the COMM 110 Honors section had 11 students enrolled. The results of the informative speech is as follows:</p> <p>COMM 110: 24 students earned a C or higher and 6 students earned a D or lower. The success rate = 80%</p> | 12/18/2013 - This assignment is a requirement of the course. Due to informative outline drafts, the students received feedback on their topics from me at least a week before delivering the informative speech. I will continue assigning the draft as I believe it directly helps students succeed at delivery their informative speech. |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up  |
|-----|-----------------|--|--|---|
|     |                 | <p>sources (in the text, in the speech, and on a reference page).</p> <p><b>Assessment Method Category:</b><br/>Presentation/Performance</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> <p><b>Related Documents:</b><br/><a href="#">Informative Speech Rubric</a></p>                     | <p>COMM 110 Honors: 10 students earned a C or higher and 1 student earned a D or lower. The success rate = 91%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p>   | <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>  |
|     |                 |  | <p>05/30/2012 - 3 sections: 91 students enrolled</p> <p>Passed with a C or higher: 85 students<br/>Completion = 93.4%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p>  | <p>05/30/2012 - Successfully completing the two rounds of speech plan/full-sentence outlines prepare students to complete the informative speech. This is reflected in the high completion rates for this assignment.</p>   |
|     |                 |  | <p>12/19/2011 - 3 sections: 83 students enrolled</p> <p>Passed with a C or higher: 73 students<br/>Completion = 87.9%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> <p><b>Related Documents:</b><br/><a href="#">Informative Speech Rubric</a></p> | <p>12/19/2011 - The rubric seems to assist in clearly identifying the expectations of the assignment. The scale levels of achievement along dimensions seem to be helpful to the students in understanding how to be successful in this assignment.</p>   |
|     |                 |  |  | <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>  |
|     |                 | <p><b>Assessment Method:</b><br/>Persuasive Speech. This speech is designed to apply all of the concepts students have learned so far in this course. The goal is to influence the audience in a desired direction. Students' theses should be phrased as a proposition of public policy (should/should not). In addition, students must call for a direct</p> | <p>05/30/2012 - 3 sections: 91 students enrolled</p> <p>82 students completed the assignment with 70% or better.<br/>Completion rate =90.1 %</p> <p><b>Result Type:</b><br/>Criterion met</p>  | <p>05/30/2012 - The use of a analytic rubric, one that has scale levels of achievement and content dimensions stating expectations within each scale, has greatly improved student success on this assignment. Longitudinal data on the use of rubrics in oral communication is needed. Further</p> |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results   | Action & Follow-Up  |
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|     |  | <p>and specific course of action from the audience (Note: Do not tell the audience to be different or think differently, but to DO different). The speech is to be based on sound reasoning and evidence and must include motivational appeals and credibility.</p> <p><b>Assessment Method Category:</b><br/>Presentation/Performance</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> <p><b>Related Documents:</b><br/><a href="#">Persuasive Speech Rubric</a></p> | <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> <hr/> <p>12/19/2011 - 3 sections: 83 students enrolled</p> <p>63 students completed the assignment with 70% or better.<br/>Completion rate = 75%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> <p><b>Related Documents:</b><br/><a href="#">Persuasive Speech Rubric</a></p> | <p>research is required.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> <hr/> <p>12/19/2011 - The use of a analytic rubric, one that has scale levels of achievement and content dimensions stating expectations within each scale, will greatly improve student success on this assignment. Longitudinal data on the use of rubrics in oral communication is needed. Further research on rubric development needed.</p> <p><b>Action Plan Category:</b><br/>Develop new evaluation methods</p> |
|     | <p>CAN Dept - Communication Studies - CAN COMM 110 - Public Speaking - Audience Role - Analyze the role of the audience, both from a speaker's perspective and from the audience perspective, engaging in critical and analytical listening</p> <p>(Created By CAN Dept - Communication Studies)</p> | <p><b>Assessment Method:</b><br/>Class participation</p> <p><b>Assessment Method Category:</b><br/>Other</p> <p><b>Success Criterion:</b><br/>70% of students will earn at least a C in class participation points</p>  | <p>12/19/2011 - 3 sections = 83 students enrolled</p> <p>Students earning a 7/10 (a C letter grade) in participation = 64<br/>Completion = 77%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p>  | <p>01/12/2012 - Students arriving late to class or not attending class served as the major cause of missing in-class work and or discussion. Clearer expectations on the course syllabus will be included for the Spring 2012 semester in regards to class participation.</p> <p><b>Action Plan Category:</b><br/>Revise course syllabus or outline</p>   |
|     |  | <p><b>Assessment Method:</b><br/>Self-assessment of two recorded speeches: the informative speech and the persuasive speech.</p> <p><b>Assessment Method Category:</b></p>  | <p>05/30/2014 - 2 sections (one Honors section, one non-Honors) = 36 students</p> <p>1st self-evaluation completion = 31 students, 86%</p>  | <p>05/30/2014 - During the Spring 2014 semester, the student self-assessment paper completion rates were higher than past semesters. However, across the semesters, fewer students submit a</p>   |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up  |
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|     |                 | <p>Essay</p> <p><b>Success Criterion:</b><br/>70% of students completing self-evaluations for both the informative and persuasive speeches.</p> | <p>2nd self-evaluation completion = 30 students, 83%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p>   | <p>second self-evaluation. A greater emphasis on the value of self-assessments was stressed following post action plans. I will also reemphasize the important of participated in both reflections.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>  |
|     |                 |   | <p>05/30/2012 - 3 sections = 91 students</p> <p>1st self-evaluation completion = 78 students, 85.7%</p> <p>2nd self-evaluation completion = 73 students, 80%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p>   | <p>05/30/2012 - During the Spring 2012 semester, the student self-assessment paper completion rates were higher than the Fall 2011 semester. The first and second self-assessment completion percentage increase by 15.83% and 4.1%, respectively. A greater emphasis on the value of self-assessments were stressed, following the Fall 2012 action plan.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     |                 |   | <p>12/19/2011 - 3 sections = 83 students</p> <p>1st self-evaluation completion = 58 students, 69.87%</p> <p>2nd self-evaluation completion = 63 students, 75.9%</p> <p><b>Result Type:</b><br/>Inconclusive</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> | <p>01/12/2012 - Because the assignments are only worth 2% each, 4% total, students often do not make this assignment a priority. One section in particular had a 50% completion rate, influencing the overall completion percentages. Additional data needed. In the interim, emphasis will be made on completing the assignments.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>                         |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up   |
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|     | CAN Dept - Communication Studies -<br>CAN COMM 110 - Public Speaking<br>- Extemporaneous Speeches - Develop<br>greater confidence to effectively present<br>extemporaneous speeches that<br>incorporate both verbal and nonverbal<br>elements of delivery. (Created By CAN<br>Dept - Communication Studies) | <b>Assessment Method:</b><br>Speeches given in class.<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the<br>assignment with a grade of C or better. | <p>05/30/2013 - One section of COMM 110<br/>was offered in the Spring 2013. This<br/>section consisted of 25 public speaking<br/>students (5 students dropped the course)<br/>and 9 public speaking honors students.<br/>The Special Occasion speech was used<br/>to assess this SLO. The results are as<br/>follows.</p> <p>21 out of 25 public speaking students<br/>completed the Special Occasion speech.<br/>A = 18<br/>B = 1<br/>C = 1<br/>D = 0<br/>F = 1</p> <p>9 out of 9 public speaking honors<br/>students completed the Special Occasion<br/>speech.<br/>A = 8<br/>B = 0<br/>C = 1<br/>D = 0<br/>F = 0</p> <p>Out of 34 students, 29 students<br/>completed the speech with a C or higher<br/>(85%). 1 student failed the assignment. 4<br/>students did not complete the<br/>assignment.</p> <p><b>Result Type:</b><br/>Criterion met<br/> <b>Reporting Cycle:</b><br/>2012 - 2013</p> | <p>05/30/2013 - I will continue using the<br/>Special Occasion speech as a method of<br/>assessing extemporaneous speeches.</p> <hr/> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     |   |  | <p>12/19/2012 - Section 1: 34 students<br/>completed the Special Occasion speech.<br/>The scores are as follows:<br/>A = 19</p>  | <p>12/19/2012 - I will continue using the<br/>Special Occasion speech as a method of<br/>assessing extemporaneous speeches. I<br/>am interested in seeing whether students</p>                           |



| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks | Results  | Action & Follow-Up  |
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|     |                 |  | <p>B = 9<br/>C = 0<br/>D = 3<br/>F = 3<br/>Incomplete: 2</p> <p>28 out of 34 students completed the speech with a C or higher (82%); 6 students failed the assignment.</p> <p>Section 2: 31 students completed the speech. The scores are as follows:<br/>A = 23<br/>B = 5<br/>C = 0<br/>D = 1<br/>F = 2</p> <p>28 out of 31 students completed the speech with a C or higher (90%); 3 students failed the assignment.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2012 - 2013</p> | <p>earn C's in future semesters on this assignment (neither section had a student scoring a C on the speech).</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>  |
|     |                 |  | <p>12/19/2011 - 3 sections = 83 students</p> <p>5 extemporaneous speeches required: Delivery, Informative, Special Occasion, Selling, and Persuasive.</p> <p>Completion percentages per speech with a grade C or higher are as follows:<br/>Delivery (5% of overall grade): 81 = 97.6%<br/>Informative (25% of overall grade): 73 = 88%<br/>Special Occasion (5% of overall grade): 68 = 81.9%<br/>Selling (5% of overall grade): 66 = 79.5%<br/>Persuasive (32% of overall grade): 63 =</p>                           | <p>12/19/2011 - The use of a analytic rubric, one that has scale levels of achievement and content dimensions stating expectations within each scale, will greatly improve student success on this assignment. Longitudinal data on the use of rubrics in oral communication is needed. Further research on rubric development needed.</p> <p><b>Action Plan Category:</b><br/>Develop new evaluation methods</p> |

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| SLO | Course Outcomes | Means of Assessment & Success<br>Criteria / Tasks | Results  | Action & Follow-Up |
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|     |                 |   | <p>of evidence, and use sound logical reasoning to connect the evidence to your claims.</p> <p>The second constructive speaker should thoroughly refute opposing arguments and extend upon the points made during the first constructive. The rebuttal should finish any refutation and summarize why you have won the debate.</p> <p>All speeches should be well organized, previewing the main points in the introduction and reviewing them at the end. Also try to use signposts to indicate the order of your points. When refuting the opposing case or supporting your own, try to go in the same order as it was originally presented.</p> <p>Your delivery should be extemporaneous, using flowcharts that contain your arguments written in an abbreviated form.</p> <p>Audience interaction is an important part of parliamentary debate. Show your support for an argument by rapping your knuckles on the desk.</p> <p>Instead of an outline, you will turn in your flowcharts that you take during the debate. Although these can be rough around the edges, I will be looking for thorough note taking and effective organization.</p> <p>20 out of 21 students participated in this assignment</p> <p>Out of the 20 students who participated: 95% of the students received a C or better.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> |                    |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks   | Results | Action & Follow-Up |
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|     |  | <b>Assessment Method:</b><br>Article analysis<br><b>Assessment Method Category:</b><br>Other<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.   |         |                    |
|     | CAN Dept - Communication Studies - CAN COMM 127 - Argumentation and Debate - Inferential reasoning - Distinguish between factual statements and inferential reasoning in texts and oral rhetoric (Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Debate, which includes speech outlines and extemporaneous delivery.<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better. |         |                    |
|     |  | <b>Assessment Method:</b><br>Article analysis<br><b>Assessment Method Category:</b><br>Other<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.   |         |                    |
|     | CAN Dept - Communication Studies - CAN COMM 127 - Argumentation and Debate - Validity - Evaluate the validity and soundness of arguments. (Created By CAN Dept - Communication Studies)  | <b>Assessment Method:</b><br>Debate, which includes speech outlines and extemporaneous delivery.<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b>  |         |                    |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up  |
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|     |   | <p>70% of students will complete the assignment with a grade of C or better.</p> <hr/> <p><b>Assessment Method:</b><br/>Article analysis<br/><b>Assessment Method Category:</b><br/>Other<br/><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> <hr/> |  |   |
|     | CAN Dept - Communication Studies - CAN COMM 127 - Argumentation and Debate - Fallacies - Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations.<br>(Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Debate, which includes speech outlines and extemporaneous delivery.<br/><b>Assessment Method Category:</b><br/>Presentation/Performance<br/><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> <hr/>                  |  |   |
|     |   | <p><b>Assessment Method:</b><br/>Article analysis<br/><b>Assessment Method Category:</b><br/>Other<br/><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> <hr/>  | <p>12/18/2013 - Assessment tool:</p> <p>Article Analysis 2:<br/>Locate a short article (newspaper, internet, magazine etc...) and identify at least two fallacies it contains. Explain which fallacies are used and why. How does the author manipulate the key information and purpose of the article by using these fallacies?</p> <p>Answer the following questions:</p> <p>What is the main purpose (key issue/s) of the article/author?</p> | <p>12/18/2013 - As for the fallacy assignment, I want to include the option of videos. The students will be able to analyze argument structure and the use of fallacies through online or televised debates (televised debates include non-formal debates such as news channels who bring guests on to discuss opposing views).</p> <hr/> |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up   |
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|     |  |   | <p>What is the most important information in this article? (ie reasons etc.)</p> <p>Identify two fallacies and why you think each is a particular fallacy.</p> <p>How does the author manipulate the key information and purpose of the article by using these fallacies?</p> <p>The article must accompany the paper. The paper is to be approximately 2 to 4 pages, double spaced and typed. APA format is required.</p> <p>18 out of 21 students participated in this assignment<br/>Out of the 20 students who participated: 85% of the students received a C or better.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> |  |
|     | <p>CAN Dept - Communication Studies - CAN COMM 130 - Interpersonal Communication</p> <p>- Field of Communication - Describe the field of communication and explain the theories, models, and concepts particular to the study of interpersonal communication.</p> <p>(Created By CAN Dept - Communication Studies)</p> | <p><b>Assessment Method:</b><br/>Multiple-choice exam</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>70% of students will complete the exam with a grade of C or better.</p> | <p>12/18/2013 - Three sections of COMM 130 were assessed.</p> <p>Assessment tool: The EXAM #1 had 40 questions assessing Communication Studies related theories. The results by section are as follows:</p> <p>Section 1: 33 students were enrolled. 31 students scored a C or higher. 2 students scored a D or lower. Success rate = 94%</p> <p>Section 2: 42 students were enrolled. 40 students scored a C or higher. 1 student scored a D or lower. 1 student did not take the exam. Success rate: 95%</p>   | <p>12/18/2013 - Exam #1 yielded positive results for assessing this SLO. Next semester I will examine the final exam to see if the success rates are as high as the first exam given in the semester.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks | Results   | Action & Follow-Up   |
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|     |                 |  | <p>Section 3: 40 student were enrolled. All 40 students scored a C or higher.<br/>Success rate: 100%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p>  |  |
|     |                 |  | <p>05/28/2013 - EXAM #3 was distributed to 3 sections of COMM 130. The exam is the third and final exam and is given the last week of instruction; it is not cumulative. The exam consisted of 40 multiple-choice questions, totaling 10 points. The test scores per section are listed below.</p> <p>Section one: 35 students completed the exam.<br/>A = 2<br/>B = 9<br/>C = 9<br/>D = 11<br/>F = 4</p> <p>20 students received a C or higher on the exam (57%). However, the average score on the exam was above 70%.</p> <p>Section two: 34 students completed the exam<br/>A = 2<br/>B = 7<br/>C = 9<br/>D = 11<br/>F = 6</p> <p>18 students received a C or higher on the exam (53%). However, the average score on the exam was above 70%.</p> | <p>05/28/2013 - I will continue using the exam as a method of assessing students' understanding of communication theories, models, and concepts specific to the study of interpersonal communication. Rather than reporting the average scores on the test, I will communicate to students the letter grade breakdown for all of the exams. Perhaps this may motivate students to score higher on the third and final exam of the semester.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up   |
|-----|---|--|--|--|
|     |   |  | <p>Section three: 35 students completed the exam.<br/> A = 2<br/> B = 9<br/> C = 9<br/> D = 11<br/> F = 4</p> <p>20 students received a C or higher on the exam (57%). However, the average score on the exam was above 70%.</p> <p>Total students taking the exam = 104<br/> Total students passing the exam with a C or higher = 58 (55.8%)</p> <p><b>Result Type:</b><br/> Inconclusive<br/> <b>Reporting Cycle:</b><br/> 2012 - 2013</p>   |  |
|     | <p>CAN Dept - Communication Studies - CAN COMM 130 - Interpersonal Communication</p> <p>- Self-Concept &amp; Interpersonal Relations</p> <p>- Analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in interpersonal relations.</p> <p>(Created By CAN Dept - Communication Studies)</p> | <p><b>Assessment Method:</b><br/> The purpose of the presentation is to identify significant components and qualities of your self-concept by translating them into symbols you can share with others. Students will demonstrate their understanding of their self-concept in three ways: a 3-4 minute presentation, a full-sentence outline/speech plan, and a reflection paper due following the presentation.</p> <p><b>Assessment Method Category:</b><br/> Presentation/Performance</p> <p><b>Success Criterion:</b><br/> 70% of students will complete the assignment with a grade of C or better.</p> | <p>05/30/2012 - 2 sections = 80 students enrolled</p> <p>79 out of students completed the presentation and full-sentence outline/speaking plan. (98.75% completion rate)</p> <p>65 out of students completed all three parts of the assignment: presentation, full-sentence outline/speaking plan, &amp; reflection paper. (81.25% completion rate)</p> <p>*Average score on the assignment = 86.25%<br/> *77 students scored at least a 70% on the assignment (96.25%)</p> <p><b>Result Type:</b></p> | <p>05/30/2012 - In addition to students reflecting on how well the assignment helped them learn about their self-concept, incorporating a student survey aimed at examining students' overall interpersonal communication skills has value. Incorporating a valid and reliable survey tested by the National Communication Association, the national governing organization for Communication Studies, could be used in the future in order to measure student learning in COMM 130.</p> <p><b>Action Plan Category:</b><br/> Conduct Further Assessment</p> |



| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks   | Results   | Action & Follow-Up  |
|-----|--|--|---|---|
|     |  |  | <p>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> <hr/> <p>12/19/2011 - *1 section = 42 students enrolled<br/> *40 out of 42 students completed the presentation and full-sentence outline/speaking plan. (95% completion rate)<br/> *37 out of 42 students completed all three parts of the assignment: presentation, full-sentence outline/speaking plan, &amp; reflection paper. (88% completion rate)<br/> *2 students did not complete the assignment; they both held their retention status and completed the course.<br/> *Average score on the assignment = 87%<br/> *35 students scored at least a 70% on the assignment (95%)<br/> *2 students scored less than a 70% on the assignment</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> <p><b>Related Documents:</b><br/> <a href="#"><u>THE BROWN BAG ASSIGNMENT</u></a></p> | <p>12/19/2011 - The assignment is a successful assignment that measures students' understanding of their self-concept and interpersonal relations. The action plan for this SLO is to continue incorporating this assignment into the COMM 130 course. A potential improvement to this assignment may include adding a clearer grading rubric.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     | <p>CAN Dept - Communication Studies - CAN COMM 130 - Interpersonal Communication</p> <p>- Improvement Strategies - Utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication as well as for their fellow students. (Created By CAN</p> | <p><b>Assessment Method:</b><br/>Conflict management essay; critical reflection</p> <p><b>Assessment Method Category:</b><br/>Essay</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>12/19/2012 - This assignment asks students to examine a relationship that they are less than satisfied with and one in which they feel can be improved. Students will explore what they find unsatisfying with the relationship and identify a plan that could use to improve it in the future.</p>  | <p>12/19/2012 - I will continue using this assignment to assess SLOs for this course.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>  |

| SLO | Course Outcomes               | Means of Assessment & Success Criteria / Tasks   | Results   | Action & Follow-Up  |
|-----|-------------------------------|--|---|---|
|     | Dept - Communication Studies) |  | <p>Section 1: 41 students completed the essay. The results are as follows:<br/> A = 15<br/> B = 18<br/> C = 0<br/> D = 2<br/> F = 7</p> <p>32 of the 41 students earned a C or better on the essay (78%); 7 students failed the assignment.</p> <p>Section 2: 38 students completed the essay. The results are as follows:<br/> A = 15<br/> B = 16<br/> C = 2<br/> D = 2<br/> F = 3</p> <p>33 of the 38 students earned a C or better on the essay (86%); 5 students failed the assignment.<br/> 32 of the 41 students earned a C or better on the essay (78%); 7 students failed the assignment.</p> <p><b>Result Type:</b><br/> Criterion met</p> <p><b>Reporting Cycle:</b><br/> 2012 - 2013</p> |   |
|     |                               | <p><b>Assessment Method:</b><br/> Exam or quiz</p> <p><b>Assessment Method Category:</b><br/> Exam</p> <p><b>Success Criterion:</b><br/> 70% of students will complete the assignment with a grade of C or better.</p> | <p>05/30/2014 - Three sections of COMM 130 were assessed.</p> <p>Assessment tool: The final exam had 40 questions assessing Communication Studies related theories and critical assessment and improvement strategies. The results by section are as follows:</p>   | <p>05/30/2014 - Connecting to past action plans, I assessed the final exam. The final exam yielded positive results for assessing this SLO. There were a higher number of students who scored lower than a 'C' on the exam, but it also covered more chapters than the previous two exams. However, even given this, the criterion was still achieved. I will</p> |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up  |
|-----|--|--|--|---|
|     |  |  | <p>Section 1: 37 students were enrolled. 28 students scored a C or higher. 11 students scored a D or lower. Success rate = 75%</p> <p>Section 2: 36 students completed the exam (38 students were enrolled). Of the students who took the exam, 26 students scored a C or higher. 10 students scored a D or lower. 1 student did not take the exam. Success rate: 92%</p> <p>Section 3: 35 student were enrolled. 22 students scored a C or higher. 13 students scored a D or lower. Success rate: 63%</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> | <p>continue to assess final exam scores in the future.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>   |
|     | CAN Dept - Communication Studies - CAN COMM 140 - Small Group Communication - Theories - Identify and explain theories of group communication within the larger spectrum of communication studies. (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Group project</p> <p><b>Assessment Method Category:</b><br/>Project</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p>          |  |   |
|     | CAN Dept - Communication Studies - CAN COMM 140 - Small Group Communication - Roles and Processes - Demonstrate and understanding of group roles and processes. (Created By CAN Dept - Communication Studies)                                    | <p><b>Assessment Method:</b><br/>Short (3-5 page) reflective essays evaluating the group process.</p> <p><b>Assessment Method Category:</b><br/>Essay</p> <p><b>Success Criterion:</b><br/>70% of students will complete the</p> | <p>12/19/2012 - 25 students completed the reflective essay. The results are as follows:</p> <p>A = 15<br/>B = 4<br/>C = 1<br/>D = 1</p>  | <p>12/19/2012 - I will continue using this assignment as a assessment tool. I am interested to see how future students core on this assignment. I want to see if there is a trend in the majority of the students earning an A. If so, perhaps a more rigorous scoring rubric should be</p> |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks   | Results  | Action & Follow-Up  |
|-----|---|--|--|---|
|     |   | assignment with a grade of C or better.  | F = 4<br><br>20 of the 25 students earned a C or higher on the assignment (80%); 5 students failed.<br><b>Result Type:</b><br>Criterion met<br><b>Reporting Cycle:</b><br>2012 - 2013                                      | used.<br><br><b>Action Plan Category:</b><br>Conduct Further Assessment   |
|     | CAN Dept - Communication Studies - CAN COMM 140 - Small Group Communication - Different Approaches - Compare different approaches to group tasks and evaluate the effectiveness of different approaches for different tasks and goals. (Created By CAN Dept - Communication Studies)        | <b>Assessment Method:</b><br>Quizzes and/or tests reviewing assigned readings.<br><b>Assessment Method Category:</b><br>Exam<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.                             |  |   |
|     | CAN Dept - Communication Studies - CAN COMM 140 - Small Group Communication - Group Project - Collaborate effectively with peers to organize and prepare a group project. (Created By CAN Dept - Communication Studies)   | <b>Assessment Method:</b><br>Group presentations<br><b>Assessment Method Category:</b><br>Presentation/Performance<br><b>Success Criterion:</b><br>70% of students will complete the assignment with a grade of C or better.                                       |  |   |
|     | CAN Dept - Communication Studies - CAN COMM 150 - Intercultural Communication - Identify & apply - Identify and apply terminology, concepts and theoretical constructs of intercultural communication to a variety of intercultural contexts. (Created By CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>The purpose of this assignment is explore what is being researched in the field of Intercultural Communication, specifically looking at how issues are measured and reported. To complete this assignment the following are required: | 12/19/2011 - 1 section: 27 students<br>25 students completed the assignment (93% completion rate)<br>2 students did not complete the assignment, nor did they pass the course.<br>Average score on the assignment = 81.25% | 12/19/2011 - Continue using this assignment as a way to identify and apply theoretical constructs, concepts, and terminology specific to intercultural communication. A possible improvement to this assignment may include an improved grading rubric. |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks  | Results  | Action & Follow-Up   |
|-----|-----------------|---|--|--|
|     |                 | <p>1. SELECT ONE INTERCULTURAL COMMUNICATION TOPIC or issue of interest.</p> <p>2. READ TWO (2) RESEARCH ARTICLES that deal with the topic selected.</p> <p>3. Select research from social science journals, preferably communication studies.</p> <p>Library research is required for this assignment (the librarians conduct a workshop to help students with this). A presentation in seminar format will be conducted on the date the assignment is due.</p> <p><b>Assessment Method Category:</b><br/>Essay</p> <p><b>Success Criterion:</b><br/>70% of students will complete the assignment with a grade of C or better.</p> | <p>22 students completed the assignment with a C or better (88%)<br/>3 students scored less than a 70% on the assignment</p> <p>**This course was only offered in the Fall 2011 semester</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2011 - 2012</p> <p><b>Related Documents:</b><br/><a href="#">BIBLIOGRAPHIC RESEARCH PAPER</a></p> | <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     |                 | <p><b>Assessment Method:</b><br/>Exam</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>One online section of COMM 150 was assessed.</p> <p>Assessment tool: The final exam had 50 questions assessing Communication Studies related theories and critical assessment and improvement strategies related to a variety of intercultural contexts. The results by section are as follows:</p> <p>Section 1: 33 students were enrolled. 31 students scored a C or higher. 2 students</p>   | <p>05/30/2014 - Exam #1 yielded positive results for assessing this SLO. Next semester I will examine the final exam to see if the success rates are as high as the first exam.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p>  |  |

| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results   | Action & Follow-Up   |
|-----|--|---|---|--|
|     |  | scored a D or lower. Success rate = 94%   |   |  |
|     | CAN Dept - Communication Studies -<br>CAN COMM 150 - Intercultural<br>Communication - Patterns that influence<br>- Identify major US and non-US cultural<br>patterns that influence human<br>communication and analyze prominent<br>intercultural value theory. (Created By<br>CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Multiple-choice exam/quiz<br><b>Assessment Method Category:</b><br>Exam<br><b>Success Criterion:</b><br>70% of students will complete the exam<br>with a grade of C or better. | <p>05/28/2013 - Quiz #3 was distributed to the only COMM 150 section offered during the Spring 2013 semester. Quiz #3 is one of four quizzes given throughout the semester, and it specifically addressed the non-US cultural patterns that influence human communication and value theory. The quiz consisted of 10 multiple-choice questions, totaling 5 points. The test scores by grades are listed below.</p> <p>Of the 37 students enrolled in the course, 30 students completed the quiz (7 students did not show-up to class to take the quiz). Below are the scores for the quiz.</p> <p>30 students completed the quiz.<br/> A = 10<br/> B = 10<br/> C = 8<br/> D = 1<br/> F = 1</p> <p>28 out of 30 (93%) completed the quiz with a C or higher. However, when factoring in the 7 students who did not take the exam, the success rate is 75.7%, slightly above the desired average.</p> <p><b>Result Type:</b><br/>Criterion met<br/> <b>Reporting Cycle:</b><br/>2012 - 2013</p> | <p>05/28/2013 - I will continue using the quiz as a method of assessing students' understanding of communication theories specific to the study of intercultural communication.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks   | Results   | Action & Follow-Up   |
|-----|---|--|---|--|
|     | CAN Dept - Communication Studies -<br>CAN COMM 150 - Intercultural<br>Communication - Context - Explain how<br>context influences communication and<br>distinguish the difference between high-<br>context and low context orientations<br>toward communication. (Created By<br>CAN Dept - Communication Studies) | <b>Assessment Method:</b><br>Multiple-choice exam<br><b>Assessment Method Category:</b><br>Exam<br><b>Success Criterion:</b><br>70% of students will complete the<br>assignment with a grade of C or better. |   |  |
|     |   | <b>Assessment Method:</b><br>Cultural analysis<br><b>Assessment Method Category:</b><br>Other<br><b>Success Criterion:</b><br>70% of students will complete the<br>assignment with a grade of C or better.   | 12/18/2013 - Engagement activity: (in<br>class assignment – done within the class)<br>Show short videos on 2 contrasting<br>cultures<br>Students individually write which<br>culture is low context and which is high<br>context.<br>Groups discuss their results with each<br>other.<br>Groups discuss in class the results –<br>comparing and contrasting the two styles<br>of communication<br><br>Student directions:<br>Purpose: Compare and contrast two<br>cultures based on “low context and high<br>context” orientation.<br>Identify which culture uses “low<br>context” communication as a priority<br>Give examples of this communication<br>style within this culture based on the<br>video<br>Identify which culture uses “high<br>context” communication as a priority<br>Give examples of this communication<br>style within this culture based on the<br>video | 12/18/2013 - The engagement was very<br>effective in demonstrating the<br>difference between “low and high”<br>context cultures. However, there are<br>some changes to this assignment that I<br>think would make it more effective:<br>Instead of having this as an “in class”<br>activity I would make it a “take home”<br>assignment. The students would have<br>to find and identify 2 cultures and<br>compare and contrast the cultures<br>within the low and high context SLO.<br>This would allow for a more direct<br>grading procedure on my part – the<br>students would hand in a typed paper<br>which would allow for clearer grading<br>procedures on my part. This would also<br>allow the students a more in depth<br>analysis in class as they would have<br>prepared for the assignment beforehand.<br><b>Action Plan Category:</b><br>Conduct Further Assessment |

| SLO | Course Outcomes   | Means of Assessment & Success Criteria / Tasks   | Results   | Action & Follow-Up   |
|-----|---|--|---|--|
|     |   |  | <p>31 out of 38 students participated in this assignment<br/> Out of the 31 students who participated: 90% of the students received a C or better.</p> <p><b>Result Type:</b><br/> Criterion met</p> <p><b>Reporting Cycle:</b><br/> 2013 - 2014</p>  |  |
|     | CAN Dept - Communication Studies - CAN COMM 180 - Introduction to Communication Studies - Identify & apply - Identify and apply terminology, concepts and theoretical constructs of human communication to a variety of contexts. (Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/> Multiple-choice exam</p> <p><b>Assessment Method Category:</b><br/> Exam</p> <p><b>Success Criterion:</b><br/> 70% of students will complete the assignment with a grade of C or better.</p> |   |  |
|     |   | <p><b>Assessment Method:</b><br/> Essay or research paper</p> <p><b>Assessment Method Category:</b><br/> Essay</p> <p><b>Success Criterion:</b><br/> At least 70% of students will earn a 'C' or higher</p>                    | <p>05/30/2014 - Method for measuring achievement of SLO:<br/> Students were assigned a mid-semester Interpersonal Communication Paper with the goal to identify one theory and two situational contexts and examine them together, the implications and research provided to date. Students were also asked to discuss future research avenues that they would find of value to them personally. The following rubric was used:</p> <ul style="list-style-type: none"> <li>• Identify and apply terminology (background breadth) - 10 points</li> <li>• Identify and apply concepts with future theoretical constraints (background depth)- 10 points</li> <li>• Connect theory to one situational context - 10 points</li> </ul> | <p>05/30/2014 - Interpreting the results:<br/> The results suggest that students were able to ascertain various theories and their relationships within Interpersonal settings. Students described, defined and thoroughly investigated affects on relationships and/or situations; further, most students chose to research topics that were close to their hearts. As a bigger project in the course, these student scores indicate a higher level of thinking towards the very nature of 'why' or 'how come' in communication settings as well as their own lives. Additionally, students grasped the ideas of formatting with APA and academic writing so well through in class and Librarian led lectures. Overall, I am happy to report that this SLO has been</p> |



| SLO | Course Outcomes  | Means of Assessment & Success Criteria / Tasks  | Results   | Action & Follow-Up   |
|-----|--|---|---|--|
|     |  |   | <ul style="list-style-type: none"> <li>• Connect theory to second situational context - 10 points</li> <li>• Written work guidelines (i.e., grammar, spelling) - 5 points</li> <li>• Overall logic and presentation of work (Title page, Abstract, APA) - 5 points</li> </ul> <p>Results:<br/>The average score on the Interpersonal Research Paper was a 40 out of 50.</p> <p>Two outliers existed in this course with minimal attendance and overall low participation resulting in a lower average score; however, if those scores are omitted, the average is 84% or 42 out of 50. Nonetheless, the criterion of at least 70 percent of students earning a 'C' or better for this SLO has been met.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2013 - 2014</p> | <p>met as well as students have had the opportunity to make real life connections with Interpersonal theories contexts and constraints.</p> <p>Moving forward:<br/>Overall, I am happy with the results and the growth these students have experienced. I would offer myself the advice to sit down with those students who seem reluctant or in avoidance of class and/or the assignment. I will also build in a draft assignment for points as a method to filter through to those students that should be on my radar. These additional strategies would give students (and myself) more opportunities to identify at risk students as well as elevate some students into a higher level of academic writing on this Interpersonal Research Paper.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p> |
|     | CAN Dept - Communication Studies - CAN COMM 180 - Introduction to Communication Studies - Perception & Influences - Describe the perception process and common influences that alter interpretation of a message.<br>(Created By CAN Dept - Communication Studies) | <p><b>Assessment Method:</b><br/>Multiple-choice exam</p> <p><b>Assessment Method Category:</b><br/>Exam</p> <p><b>Success Criterion:</b><br/>70% of students will complete the exam with a grade of C or better.</p> | <p>05/28/2013 - Understanding of the perception process was initially informally measured during the mid-term review. Students were asked to raise their hand if they felt they could 'ace' a mid-term question on the perception process. Less than half of the class raised their hand. We reviewed the textbook explanation of perception, and walked through a short example.</p> <p>This SLO was measured during the midterm in 4 different ways: a true/false</p>   | <p>05/28/2013 - The assessment instrument includes several approaches aimed to measure students' understanding of the material. I will continue using this assessment method.</p> <p><b>Action Plan Category:</b><br/>Conduct Further Assessment</p>   |

| SLO | Course Outcomes | Means of Assessment & Success Criteria / Tasks | Results   | Action & Follow-Up |
|-----|-----------------|--|---|--------------------|
|     |                 |  | <p>question designed to measure basic understanding of the concept of perception; a short answer question requiring recall of the perception process; and two interpretive questions requiring the students to apply the perception process to unique examples.</p> <p>Through these questions I sought to assess the students' depth of understanding. In the first measure, a basic definition, 19 of 20 students identified the correct answer. In the next measure (short answer), 18 of 20 students successfully responded, though 13 received partial credit. In the two application questions, 16 students successfully answered each question, however not the same 16 students. In total, 13 students successfully answered BOTH questions, and 7 students received only partial credit.</p> <p><b>Result Type:</b><br/>Criterion met</p> <p><b>Reporting Cycle:</b><br/>2012 - 2013</p> |                    |