



Comprehensive SLO Assessment Report

Communication Studies

Assessment Plan

CAN COMM 110 : Public Speaking

Identifying Appropriate Topics

SLO Name

Identifying Appropriate Topics

SLO

Examine socially significant as well as intellectual topics that will be researched, developed, organized and presented extemporaneously.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Assessment Method: 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>Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p> <p>Related Documents: Informative Speech Rubric</p>	<p>Assessment Cycle: 2014 - 2017</p> <p>Which semester was this result gathered in?: Fall 2015</p> <p>Number of Students Assessed: 30</p> <p>Number of Students Who Met the Criterion: 25</p> <p>Results & Discussion: Results include two sections, one honors and one non-honors. 25 out of 30 (83%) students successfully used critical thinking to identify informative speech topics that were researched, developed and organized in speech outlines. All 25 students earned a "C" or higher on the assignment.</p> <p>Result Conclusion: Criterion Met</p> <p>Result Entered: 12/19/2015</p> <p>Result Date (old): 12/19/2015</p> <p>Reporting Cycle: 2015 - 2016</p> <p>Optional Information</p> <hr/> <p>Assessment Cycle: 2011 - 2014</p> <p>Which semester was this result gathered in?: Fall 2013</p> <p>Results & Discussion: 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>

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Assessment Method	Results, Analysis & Actions
	<p> Result Conclusion: Criterion Met Next Steps: Action Date: 12/18/2013 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 12/18/2013 Result Date (old): 12/18/2013 Reporting Cycle: 2013 - 2014 <u>Optional Information</u> </p> <hr/> <p> Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2012 Results & Discussion: 3 sections: 91 students enrolled Passed with a C or higher: 85 students Completion = 93.4% Result Conclusion: Criterion Met Next Steps: Action Date: 05/30/2012 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 05/30/2012 Result Date (old): 05/30/2012 Reporting Cycle: 2011 - 2012 <u>Optional Information</u> </p> <hr/> <p> Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2011 Results & Discussion: 3 sections: 83 students enrolled Passed with a C or higher: 73 students Completion = 87.9% Result Conclusion: Criterion Met Next Steps: Action Date: 12/19/2011 Action: 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 </p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>understanding how to be successful in this assignment. Action Plan Category: Conduct Further Assessment Result Entered: 12/19/2011 Result Date (old): 12/19/2011 Reporting Cycle: 2011 - 2012 Optional Information Supporting Documents: Informative Speech Rubric</p>
<p>Assessment Method Status: Active Assessment Method Category: Presentation/Performance Assessment Method: 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. Criterion for Success: 70% of students will complete the assignment with a grade of C or better. Related Documents: Persuasive Speech Rubric</p>	<p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2012 Results & Discussion: 3 sections: 91 students enrolled</p> <p>82 students completed the assignment with 70% or better. Completion rate =90.1 % Result Conclusion: Criterion Met Next Steps: Action Date: 05/30/2012 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 05/30/2012 Result Date (old): 05/30/2012 Reporting Cycle: 2011 - 2012 Optional Information</p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2011 Results & Discussion: 3 sections: 83 students enrolled</p> <p>63 students completed the assignment with 70% or better. Completion rate = 75% Result Conclusion: Criterion Met Next Steps: Action Date: 12/19/2011 Action: 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. Action Plan Category: Develop new evaluation methods</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	Result Entered: 12/19/2011 Result Date (old): 12/19/2011 Reporting Cycle: 2011 - 2012 <u>Optional Information</u> Supporting Documents: Persuasive Speech Rubric

Audience Role

SLO Name

Audience Role

SLO

Critically analyze the role of the audience, the speaker and the environment.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
Assessment Method Status: Active Assessment Method Category: Other Assessment Method: Class participation Criterion for Success: 70% of students will earn at least a C in class participation points	Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Fall 2016 Results & Discussion: 2 sections (honors and non-honors) = 27 students enrolled Students earning a 7/10 (a C letter grade) in participation = 24 Completion = 88% Result Conclusion: Criterion Met Result Entered: 12/19/2016 Result Date (old): 12/19/2016 Reporting Cycle: 2016 - 2017 <u>Optional Information</u>
	Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2011 Results & Discussion: 3 sections = 83 students enrolled Students earning a 7/10 (a C letter grade) in participation = 64 Completion = 77% Result Conclusion: Criterion Met Next Steps: Action Date: 01/12/2012

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>Action: 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>Action Plan Category: Revise course syllabus or outline</p> <p>Result Entered: 12/19/2011</p> <p>Result Date (old): 12/19/2011</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Optional Information</p>
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Essay</p> <p>Assessment Method: Self-assessment of two recorded speeches: the informative speech and the persuasive speech.</p> <p>Criterion for Success: 70% of students completing self-evaluations for both the informative and persuasive speeches.</p>	<p>Assessment Cycle: 2014 - 2017</p> <p>Which semester was this result gathered in?: Spring 2015</p> <p>Results & Discussion: 2 sections were assessed (1 Honors section, 1 non-Honors) = 36 students</p> <p>1st self-evaluation completion = 30 students, 83%</p> <p>2nd self-evaluation completion = 28 students, 78%</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Action Date: 06/01/2015</p> <p>Action: The student self-assessment paper completion rates were similar to past semesters. Additionally, 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 importance of participating in both reflections.</p> <p>Action Plan Category: Conduct Further Assessment</p> <p>Result Entered: 06/01/2015</p> <p>Result Date (old): 06/01/2015</p> <p>Reporting Cycle: 2014 - 2015</p> <p>Optional Information</p>
	<p>Assessment Cycle: 2011 - 2014</p> <p>Which semester was this result gathered in?: Spring 2014</p> <p>Results & Discussion: 2 sections (one Honors section, one non-Honors) = 36 students</p> <p>1st self-evaluation completion = 31 students, 86%</p> <p>2nd self-evaluation completion = 30 students, 83%</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Action Date: 05/30/2014</p> <p>Action: 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</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>following post action plans. I will also reemphasize the important of participated in both reflections.</p> <p>Action Plan Category: Conduct Further Assessment</p> <p>Result Entered: 05/30/2014</p> <p>Result Date (old): 05/30/2014</p> <p>Reporting Cycle: 2013 - 2014</p> <p><u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2011 - 2014</p> <p>Which semester was this result gathered in?: Spring 2012</p> <p>Results & Discussion: 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>Result Conclusion: Criterion Met</p> <p>Next Steps: Action Date: 05/30/2012</p> <p>Action: 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>Action Plan Category: Conduct Further Assessment</p> <p>Result Entered: 05/30/2012</p> <p>Result Date (old): 05/30/2012</p> <p>Reporting Cycle: 2011 - 2012</p> <p><u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2011 - 2014</p> <p>Which semester was this result gathered in?: Fall 2011</p> <p>Results & Discussion: 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>Result Conclusion: Inconclusive</p> <p>Next Steps: Action Date: 01/12/2012</p> <p>Action: 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>Action Plan Category: Conduct Further Assessment</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	Result Entered: 12/19/2011 Result Date (old): 12/19/2011 Reporting Cycle: 2011 - 2012 <u>Optional Information</u>

Extemporaneous Speeches

SLO Name

Extemporaneous Speeches

SLO

Effectively develop and present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
Assessment Method Status: Active Assessment Method Category: Presentation/Performance Assessment Method: Speeches given in class. Criterion for Success: 70% of students will complete the assignment with a grade of C or better.	Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2017 Results & Discussion: Speech 2 was the assessment tool used for this assignment since the grade for this speech is weighted in terms of delivery. The description of the purpose for Speech 2 is as follows: The purposes of this speech are the following: (a) to improve on the basics from the first speech, (b) to learn the difference between an informative and a persuasive speech, and (c) to build higher speaker ethos through delivery. The results are as follows: 34 students were enrolled in the course. All 34 students completed the assignment with a grade of a C or better. Result Conclusion: Criterion Met Result Entered: 05/25/2017 Result Date (old): 05/25/2017 Reporting Cycle: 2016 - 2017 <u>Optional Information</u>
	Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2016 Results & Discussion: 2 sections of COMM 110 were assessed: 1 honors and 1 non-honors. The 2 sections consisted of a total of 33 students. The Selling Speech was used to assess this SLO. The results are as follows: 27 out of 33 (82%) students completed the Selling speech and earned at least a "C" on the assignment.

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p> Result Conclusion: Criterion Met Result Entered: 05/20/2016 Result Date (old): 05/20/2016 Reporting Cycle: 2015 - 2016 <u>Optional Information</u> </p> <hr/> <p> Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Fall 2014 Results & Discussion: 3 sections of COMM 110 were assessed: 1 honors, 1 non-honors and 1 fully online (this was the first time this option was provided as it is part of a 3-year pilot program with the state). The 3 sections consisted of 39 students (at least 7 students dropped; webaccess does not keep a record of dropped students, so the online course only includes students were still registered at the time of assessment). The Special Occasion speech was used to assess this SLO. The results are as follows. 21 out of 25 the students completed the Special Occasion speech. A = 19 B = 10 C = 5 D = 2 F = 3. 9 out of 9 public speaking honors students completed the Special Occasion speech. </p> <p> 36 students completed the speech with a C or higher (92%). Result Conclusion: Criterion Met Next Steps: Action Date: 12/19/2014 Action: I will continue using the Special Occasion speech as a method of assessing extemporaneous speeches. Action Plan Category: Conduct Further Assessment Result Entered: 12/19/2014 Result Date (old): 12/19/2014 Reporting Cycle: 2014 - 2015 <u>Optional Information</u> </p> <hr/> <p> Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2013 Results & Discussion: 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. A = 18 B = 1 C = 1 </p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>D = 0 F = 1</p> <p>9 out of 9 public speaking honors students completed the Special Occasion speech. A = 8 B = 0 C = 1 D = 0 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>Result Conclusion: Criterion Met Next Steps: Action Date: 05/30/2013 Action: I will continue using the Special Occasion speech as a method of assessing extemporaneous speeches. Action Plan Category: Conduct Further Assessment Result Entered: 05/30/2013 Result Date (old): 05/30/2013 Reporting Cycle: 2012 - 2013 Optional Information</p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2012 Results & Discussion: Section 1: 34 students completed the Special Occasion speech. The scores are as follows: A = 19 B = 9 C = 0 D = 3 F = 3 Incomplete: 2</p> <p>28 out of 34 students completed the speech with a C or higher (82%); 6 students failed the assignment.</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>Section 2: 31 students completed the speech. The scores are as follows: A = 23 B = 5 C = 0 D = 1 F = 2</p> <p>28 out of 31 students completed the speech with a C or higher (90%); 3 students failed the assignment. Result Conclusion: Criterion Met Next Steps: Action Date: 12/19/2012 Action: 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). Action Plan Category: Conduct Further Assessment Result Entered: 12/19/2012 Result Date (old): 12/19/2012 Reporting Cycle: 2012 - 2013 <u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2011 Results & Discussion: 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: Delivery (5% of overall grade): 81 = 97.6% Informative (25% of overall grade): 73 = 88% Special Occasion (5% of overall grade): 68 = 81.9% Selling (5% of overall grade): 66 = 79.5% Persuasive (32% of overall grade): 63 = 75.9%</p> <p>Result Conclusion: Criterion Met Next Steps: Action Date: 12/19/2011 Action: 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</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	assignment. Longitudinal data on the use of rubrics in oral communication is needed. Further research on rubric development needed. Action Plan Category: Develop new evaluation methods Result Entered: 12/19/2011 Result Date (old): 12/19/2011 Reporting Cycle: 2011 - 2012 <u>Optional Information</u>

Basic principles for oral presentations

SLO Name

Basic principles for oral presentations

SLO

Explain and apply basic principles of communication and selected theories of rhetoric to written work and/or oral presentations.

SLO Status

Active

CAN COMM 127: Argumentation and Debate

Inferential reasoning

SLO Name

Inferential reasoning

SLO

Distinguish between factual statements and inferential reasoning in texts and oral rhetoric

SLO Status

Active

Assessment Method	Results, Analysis & Actions
Assessment Method Status: Active Assessment Method Category: Presentation/Performance Assessment Method: Debate, which includes speech outlines and extemporaneous delivery. Criterion for Success: 70% of students will complete the assignment with a grade of C or better.	Assessment Cycle: 2023 - 2026 Which semester was this result gathered in?: Fall 2025 Number of Students Assessed: 14 Number of Students Who Met the Criterion: 12 Results & Discussion: For this assignment, students were assigned a prompt to view a video on Child Executions in Iran and then provide discussion points to identify the arguments, and provide reasons for and against this type of punishment in a society. Additional discussion is

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>fostered through follow up questions that connect responses with evidence from credible sources.</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Continue assignment in future courses and add additional assignments that encourage analyzing current events with ethical decision making.</p> <p>Result Entered: 11/06/2025</p> <p>Optional Information</p>
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Other</p> <p>Assessment Method: Article analysis</p> <p>Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2014 - 2017</p> <p>Which semester was this result gathered in?: Fall 2014</p> <p>Results & Discussion: For this assignment, students received “Facts, Inference and Judgment” handouts detailing the difference between facts inferences and judgments and how to evaluate the validity of these items.</p> <p>The students are given an actual court summary of a lawsuit – They review the summary of the case and then determine what the main facts are, what inferences are being made, and what the final judgment should be.</p> <p>REQUIREMENTS: Students are divided into groups. After determining what the main facts of the case are – they are to make three different inferences that can be viable outcomes of the case. Then the group is to decide upon their final judgment of the case. The students then write a formal case summary detailing what the main reasoning used in determining the logical and pathos of their decision. They then have to defend their ascertains and judgments in responses to other groups reasoning’s.</p> <p>Results: 31 out of 34 students participated in this assignment Out of the 31 students who participated, 90% of the students received a C or better.</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Action Date: 12/19/2014</p> <p>Action: This assignment is very effective in helping the students distinguish between factual statements and inferential reasoning in texts and oral rhetoric. The assignment is an excellent learning tool that encompasses of the SLO’s for the course. One change I will make for this is to add another dimension to it. I will have the groups divide into “prosecution” and “defense” teams after they determine their outcomes of the cases. Groups can then defend their judgment and argue why they came to that understanding. Students will be able to delineate their reasoning and further analyze the effectiveness of their decisions.</p> <p>Action Plan Category: Conduct Further Assessment</p> <p>Result Entered: 12/19/2014</p> <p>Result Date (old): 12/19/2014</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	Reporting Cycle: 2014 - 2015 Optional Information

Validity

SLO Name

Validity

SLO

Evaluate the validity and soundness of arguments.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
Assessment Method Status: Active Assessment Method Category: Presentation/Performance Assessment Method: Debate, which includes speech outlines and extemporaneous delivery. Criterion for Success: 70% of students will complete the assignment with a grade of C or better.	
Assessment Method Status: Active Assessment Method Category: Other Assessment Method: Article analysis Criterion for Success: 70% of students will complete the assignment with a grade of C or better.	Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2017 Results & Discussion: For this assignment, students received "Facts, Inference and Judgment" handouts detailing the difference between facts inferences and judgments and how to evaluate the validity of these items. REQUIREMENTS: Students are divided into groups. After determining what the main facts of the case are – they are to make three different inferences that can be viable outcomes of the case. Then the group is to decide upon their final judgment of the case. The students then write a formal case summary detailing what the main reasoning used in determining the logical and pathos of their decision. They then have to defend their ascertains and judgments in responses to other groups reasoning's. Results: 37 out of 42 students participated in this assignment Out of the 37 students who participated, 88% of the students received a "C" or better. Result Conclusion: Criterion Met Result Entered: 01/18/2017 Result Date (old): 01/18/2017 Reporting Cycle: 2016 - 2017

Assessment Plan

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Project Assessment Method: Students were given research question for the final project in which they were asked to critically analyze and evaluate a controversial topic of their choice. Students were also asked to argue for their view on the issue and research and provide counter arguments to their opponents. This project was a three-month research activity that resulted in an average twenty-page term paper. Along with the analytical requirements, students presented their research during the final exam period. Criterion for Success: At least 70% of students earned a grade of a 'C' or higher.</p>	<p>Optional Information</p> <p>Assessment Cycle: 2020 - 2023 Which semester was this result gathered in?: Fall 2021 Results & Discussion: Results: The average score on the final project was 372 out of 400 points (93 percent). Out of the 11 students who took the exam, 100 percent (11 out of 11) students) earned a 'B' or better. Thus, the criterion of at least 70 percent of students earning a 'C' or better for this SLO has been met.</p> <p>Interpreting the results: The results suggest that students grasp the idea of and possess the basic skills needed to evaluate the validity of an argument and provide a solid refutation to counter points, opposition and opposing views. In addition, the results suggest that students have the basic ability to take a side on a controversial issue and support their own views using arguments. Overall, I am incredibly pleased to report that this SLO has been met by 100% of the students in the class.</p> <p>Result Conclusion: Criterion Met Next Steps: Action Date: 02/07/2022 Action: Moving forward: Overall, I am pleased with the results. There are, however, some things that I might do differently moving forward. First, I feel that more time needs to be spent during the semester on translating research results to real-world application. I may consider dedicating an entire week addressing the benefits and impact of this skill. Another opportunity to enhance this skill development would be group activities that analyze real-world problems. Second, I feel that the course could benefit from more assignments asking students to analyze current events and apply a solution to pressing problems. This would give students more opportunity to refine the critical thinking skills needed to analyze an argument and prepare for counter responses. Action Plan Category: Conduct further assessment Result Entered: 12/16/2021 Result Date (old): 12/16/2021 Reporting Cycle: 2021 - 2022 Optional Information</p>

Oral presentations

SLO Name

Oral presentations

SLO

Create and compose argumentative texts and/or oral presentations.

SLO Status

Active

Assessment Plan

Assessment Method	Results, Analysis & Actions												
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Assessment Method: Debate, which includes speech outlines and extemporaneous delivery.</p> <p>Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2023 - 2026</p> <p>Which semester was this result gathered in?: Fall 2024</p> <p>Number of Students Assessed: 23</p> <p>Number of Students Who Met the Criterion: 21</p> <p>Results & Discussion: Results from the most recent assessment indicate that approximately 91% of students met or exceeded the proficiency benchmark for demonstrating awareness of diversity in argumentation. Students showed strong performance in acknowledging opposing viewpoints and using inclusive language. However, some students needed more support in integrating diverse evidence and analyzing cultural perspectives within complex argument structures.</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Next steps would be to adjust debate prompts to place more emphasis on diversity in oral performances and provide instructional material on the importance of catering arguments to a diverse audience.</p> <p>Result Entered: 11/06/2025</p> <p><u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2011 - 2014</p> <p>Which semester was this result gathered in?: Fall 2013</p> <p>Results & Discussion: 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>REQUIREMENTS:</p> <p>The debate will be arranged as follows:</p> <table border="0"> <tr> <td>1st Aff Constructive</td> <td>3 min</td> <td>2nd Neg Constructive</td> <td>4 min</td> </tr> <tr> <td>1st Neg Constructive</td> <td>4 min</td> <td>Neg Rebuttal</td> <td>1 min</td> </tr> <tr> <td>2nd Aff Constructive</td> <td>4 min</td> <td>Aff Rebuttal</td> <td>2 min</td> </tr> </table> <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>	1st Aff Constructive	3 min	2nd Neg Constructive	4 min	1st Neg Constructive	4 min	Neg Rebuttal	1 min	2nd Aff Constructive	4 min	Aff Rebuttal	2 min
1st Aff Constructive	3 min	2nd Neg Constructive	4 min										
1st Neg Constructive	4 min	Neg Rebuttal	1 min										
2nd Aff Constructive	4 min	Aff Rebuttal	2 min										

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<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 Out of the 20 students who participated: 95% of the students received a C or better.</p> <p>Result Conclusion: Criterion Met Next Steps: Action Date: 12/18/2013 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 12/18/2013 Result Date (old): 12/18/2013 Reporting Cycle: 2013 - 2014 Optional Information</p>
<p>Assessment Method Status: Active Assessment Method Category: Other Assessment Method: Article analysis Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	

Fallacies

SLO Name

Fallacies

SLO

Classify and analyze common fallacies of language and thought in argumentative prose and/or oral presentations.

Assessment Plan

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Presentation/Performance Assessment Method: Debate, which includes speech outlines and extemporaneous delivery. Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	
<p>Assessment Method Status: Active Assessment Method Category: Other Assessment Method: Article analysis Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2013 Results & Discussion: Assessment tool:</p> <p>Article Analysis 2: 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>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 Out of the 20 students who participated: 85% of the students received a C or better.</p> <p>Result Conclusion: Criterion Met Next Steps: Action Date: 12/18/2013</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>Action: 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> <p>Result Entered: 12/18/2013 Result Date (old): 12/18/2013 Reporting Cycle: 2013 - 2014 Optional Information</p>

Diversity in Public Speaking

SLO Name

Diversity in Public Speaking

SLO

Apply democratic principles such as diversity, equity, inclusion and belonging in written and oral communication.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Assignment/Project Assessment Method: Students engage in formal debates that require them to research and present arguments from multiple viewpoints, including perspectives influenced by cultural, social, or ideological diversity. Data are collected each semester this course is offered through debate rubrics assessed by instructor and in conjunction with self reflection submissions. Criterion for Success: At least 70% of students will achieve a score of "Proficient" or higher on the diversity and inclusivity criteria of the Argumentation and Debate Rubric.</p>	

CAN COMM 130 : Interpersonal Communication

Self-Concept & Interpersonal Relations

SLO Name

11/9/2025

Assessment Plan

Self-Concept & Interpersonal Relations

SLO

Analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in interpersonal relations.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Assessment Method: 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>Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2014 - 2017</p> <p>Which semester was this result gathered in?: Spring 2016</p> <p>Results & Discussion: 1 section was assessed = 43 students enrolled</p> <p>Out of the 43 students, 39 completed the presentation and full-sentence outline/speaking plan (91% completion rate).</p> <p>Result Conclusion: Criterion Met</p> <p>Result Entered: 05/20/2016</p> <p>Result Date (old): 05/20/2016</p> <p>Reporting Cycle: 2015 - 2016</p> <p>Optional Information</p> <hr/> <p>Assessment Cycle: 2014 - 2017</p> <p>Which semester was this result gathered in?: Fall 2014</p> <p>Results & Discussion: 2 sections were assessed = 76 students enrolled</p> <p>Out of the 76 students, 75 completed the presentation and full-sentence outline/speaking plan. (98.68% completion rate)</p> <p>69 out of 76 students completed all three parts of the assignment: presentation, full-sentence outline/speaking plan, & reflection paper. (90.79% completion rate)</p> <p>*Average score on the assignment = 82.6%</p> <p>*71 students scored at least a 70% on the assignment (93.42%)</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Action Date: 12/19/2014</p> <p>Action: This assignment exceeded expectations. I will continue assigning this speech and reflection combination in the future.</p> <p>Action Plan Category: Conduct Further Assessment</p> <p>Result Entered: 12/19/2014</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>Result Date (old): 12/19/2014 Reporting Cycle: 2014 - 2015 <u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2012 Results & Discussion: 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, & reflection paper. (81.25% completion rate)</p> <p>*Average score on the assignment = 86.25% *77 students scored at least a 70% on the assignment (96.25%) Result Conclusion: Criterion Met Next Steps: Action Date: 05/30/2012 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 05/30/2012 Result Date (old): 05/30/2012 Reporting Cycle: 2011 - 2012 <u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2011 Results & Discussion: *1 section = 42 students enrolled *40 out of 42 students completed the presentation and full-sentence outline/speaking plan. (95% completion rate) *37 out of 42 students completed all three parts of the assignment: presentation, full-sentence outline/speaking plan, & reflection paper. (88% completion rate) *2 students did not complete the assignment; they both held their retention status and completed the course.</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>*Average score on the assignment = 87%</p> <p>*35 students scored at least a 70% on the assignment (95%)</p> <p>*2 students scored less than a 70% on the assignment</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Action Date: 12/19/2011</p> <p>Action: 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>Action Plan Category: Conduct Further Assessment</p> <p>Result Entered: 12/19/2011</p> <p>Result Date (old): 12/19/2011</p> <p>Reporting Cycle: 2011 - 2012</p> <p>Optional Information</p> <p>Supporting Documents:</p> <p>THE BROWN BAG ASSIGNMENT</p>
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Essay</p> <p>Assessment Method: Students were given a reflection essay assignment where they were required to critically analyze the various areas of self-concept and how their self-concept interplays within interpersonal communication and relationships. The primary areas of self-identity are the presenting self (how they show their identities to the world), the perceived self (how they identify or see themselves), the ideal self (how they wish to see themselves in the future) and the prescribed self (how others see them or want them to be). Additionally, students were asked to create a receptacle that represents all four areas of their identity, including identifying artifacts that symbolizes their ideal self. Their written reflection offered them an opportunity to apply concepts from the readings, lectures and outside interpersonal communication articles.</p> <p>Criterion for Success: 70% of the students earned at least a 'C' or better on the assignment.</p>	<p>Assessment Cycle: 2017 - 2020</p> <p>Which semester was this result gathered in?: Fall 2018</p> <p>Results & Discussion: The average score on the assignment was 21.30 out of 25 points (85.2 percent). Out of the 22 students that completed the assignment 8 students who took the exam, 82 percent (18 out of 22) earned a "B" or better. Thus, the criterion of at least 70 percent of students earning a 'C' or better for this SLO has been met.</p> <p>The results suggest that students successfully demonstrated their capacity to analyze the development of the self-concept and evaluate how it is asserted, negotiated, and redefined in interpersonal relations. Students were able to clearly identify the complex layers of their self-concept, but also recognize how they perform their identities within their interpersonal encounters with others. The results also suggest that by employing critical thinking skills students were able to assess their interpretation of the feedback received by others about their self-concept, as well as when they find themselves attempting to evaluate others' self-concept. It is a pleasure to report that the SLO #A has been met by more than eighty percent of the students in the class.</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Action Date: 03/12/2019</p> <p>Action: Moving forward, I will continue to incorporate experiential elements in the facilitation of this SLO, and the course overall. This is the first written and submitted assignment of the semester. This assignment is a foundational assignment for students to explore, critique, and argue for how they see themselves within interpersonal relations. In order to move toward synthesis in learning, students get to unpack their knowledge and comprehension of who they</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>are within the context of interpersonal dimensions and encounters. Experiential learning methodologies continue to support the way I facilitate the information and course curriculum. Overall, I am very satisfied with the outcomes of this assignment.</p> <p>Action Plan Category: Conduct further assessment</p> <p>Result Entered: 12/12/2018</p> <p>Result Date (old): 12/12/2018</p> <p>Reporting Cycle: 2018 - 2019</p> <p>Optional Information</p>

Improvement Strategies

SLO Name

Improvement Strategies

SLO

Utilize critical thinking to diagnose, evaluate, and suggest improvement strategies for their own communication.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Project</p> <p>Assessment Method: Self-esteem abstract assignment and journal entry.</p> <p>Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2020 - 2023</p> <p>Which semester was this result gathered in?: Spring 2022</p> <p>Number of Students Assessed: 40</p> <p>Number of Students Who Met the Criterion: 37</p> <p>Results & Discussion: Method</p> <p>Students were given Speech 4 to assess this SLO. Speech 4 is about focusing on conflict management from Chapters 8-10. Conflict management is about learning how to address conflict, manage it, flow with complaints, or address difficult people. These guidelines range from responses to conflict, benefits to conflict, collaboration, to forgiveness, among others. Students are encouraged to deal with their most difficult interpersonal conflicts that they currently have in order to change to trajectory of the relationship in a more positive direction. There are four purposes for this speech are (1) to be comfortable talking about personal life in front of others, (2) to know about negative communication behaviors and their effects on others, (3) to have competence in communication basics and conversational behaviors, and (4) to learn how to address conflict appropriately.</p> <p>All these speeches were given online in a recorded speech.</p> <p>Results</p> <p>The highest possible score on this speech was 200. 40 students were in class. The average score on this speech was 92.5%. Only 3 failed the speech. The rest scored 100%.</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>Interpretation This speech is by far the most difficult I do in class. "Students are encouraged to deal with their most difficult interpersonal conflicts that they currently have," but this is not a requirement nor is it forced. Many students did handle conflicts for this speech but not most. Some had surprising results. Relationships were changed in a few cases. Because this speech is difficult, I give 100% purely on the basis of making a plan to change a behavior and attempting to execute it. It's not based upon the result of the speech delivery nor the result of the relationship response. Just getting them to work on these conflicts is hard work, and the fact that 37 out of 40 did was a success.</p> <p>Result Conclusion: Criterion Met Next Steps: I'm not sure I'll do differently on this speech. Result Entered: 06/16/2022 <u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2017 - 2020 Which semester was this result gathered in?: Fall 2018 Results & Discussion: Students were given an abstract assignment, which asked them to participate in a self-esteem index. They were then asked to take these survey results and apply meaning to the number. Students were asked to explain their own interpretations of the self-esteem index and reflect on items that may influence this number. After establishing a base line for self-esteem and the importance of the self-concept within interpersonal communications, the students were then asked to observe various interactions within their own environments. These observations were then submitted under a journal where students were asked to explain the situation, their response, and reflectively think about things they could have done differently. At the end of the semester, students were asked to complete a final journal entry where they rated their self-esteem score and compared it to the beginning of the semester. This final report out was included as part of their final.</p> <p>The average score on the abstract was 7.47/10 (75%). The lower score may be attributed to the five students who did not complete the assignment and received a 0. The average score of the journals was 92%.</p> <p>Out of the 33 students who completed the abstract and submitted the journals, 61 percent (20 out of 33 students) earned an 'A', 27 percent (9 out of 33 students) earned a 'C' or 'B'. Therefore, 88% (29 out of 33) of the students earned a 'C' or better. Thus, the criterion of at least 70 percent of students earning a 'C' or better for this SLO has been met.</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>The results suggest that students grasp the idea of and possess the basic skills needed to diagnose, evaluate and improve on their own communication strategies. In addition, the results suggest that students who completed the course were able to identify their own behaviors that affected communication in interpersonal relationships in the workplace, home, and intimate relationships. Overall, it is exciting to report that this SLO has been met by over 88% of the students in the class.</p> <p>Result Conclusion: Criterion Met Next Steps: Action Date: 03/12/2019 Action: Moving forward: The large number of students passing the course and meeting the SLO is exciting; however, there are some things that I will adjust to moving forward. First, I feel that more time needs to be spent at the beginning of the semester preparing students for journal writing and documenting their own behavior. I believe that clarifying the instructions will also benefit the course outcomes. The final submissions varied from three sentences to two pages and student responses could be more consistent. Second, it may also be helpful to provide a clear example of how the self-esteem index may be interpreted and how students may interpret their results based on internal biases. Third, I feel that the course could benefit from more strategic assignments aimed at helping students analyze and evaluate their own actions within interpersonal communication. This would give students more opportunity diagnose and ultimately evaluate their own behaviors. Action Plan Category: Use new or revised teaching methods Result Entered: 12/12/2018 Result Date (old): 12/12/2018 Reporting Cycle: 2018 - 2019 <u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2017 Results & Discussion: Speech 2 was the assessment tool used for this assignment since the grade for this speech is focused on making a positive step. There are four purposes for this speech are (1) to continue to practice talking about your personal life in front of people, (2) to learn about your own negative communication behaviors and its effect on those around you, (3) to establish a long-term goal that corrects these behaviors, and (4) to make a successful step toward achieving a long-term goal.</p> <p>The results are as follows: 38 students were enrolled in the course. 22 students earned at least a C on the assignment, a 58% success rate.</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p> Result Conclusion: Inconclusive Result Entered: 05/25/2017 Result Date (old): 05/25/2017 Reporting Cycle: 2016 - 2017 <u>Optional Information</u> </p> <hr/> <p> Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Fall 2015 Results & Discussion: 1 section was assessed = 41 students enrolled Out of the 41 students, 23 completed the conflict assessment paper with a "C" or higher. 5 students did not complete the assignment. Of the students who completed the assignment, 64% earned a "C" or higher. Result Conclusion: Criterion Not Met Result Entered: 12/19/2015 Result Date (old): 12/19/2015 Reporting Cycle: 2015 - 2016 <u>Optional Information</u> </p> <hr/> <p> Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2012 Results & Discussion: 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. Section 1: 41 students completed the essay. The results are as follows: A = 15 B = 18 C = 0 D = 2 F = 7 32 of the 41 students earned a C or better on the essay (78%); 7 students failed the assignment. Section 2: 38 students completed the essay. The results are as follows: A = 15 B = 16 C = 2 </p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>D = 2 F = 3</p> <p>33 of the 38 students earned a C or better on the essay (86%); 5 students failed the assignment. 32 of the 41 students earned a C or better on the essay (78%); 7 students failed the assignment.</p> <p>Result Conclusion: Criterion Met Next Steps: Action Date: 12/19/2012 Action: I will continue using this assignment to assess SLOs for this course. Action Plan Category: Conduct Further Assessment Result Entered: 12/19/2012 Result Date (old): 12/19/2012 Reporting Cycle: 2012 - 2013 Optional Information</p>
<p>Assessment Method Status: Active Assessment Method Category: Exam Assessment Method: Exam or quiz Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Fall 2016 Results & Discussion: One section was 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>41 students were enrolled. 22 students scored a C or higher. 19 students scored a D or lower. Success rate = 54% Result Conclusion: Criterion Not Met Result Entered: 12/19/2016 Result Date (old): 12/19/2016 Reporting Cycle: 2016 - 2017 Optional Information</p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2014 Results & Discussion: 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>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<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>Result Conclusion: Criterion Met Next Steps: Action Date: 05/30/2014 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 05/30/2014 Result Date (old): 05/30/2014 Reporting Cycle: 2013 - 2014 <u>Optional Information</u></p>
<p>Assessment Method Status: Active Assessment Method Category: Presentation/Performance Assessment Method: Presentation. Criterion for Success: At least 70% of the students will earn a C or better on the assignment.</p>	<p>Assessment Cycle: 2017 - 2020 Which semester was this result gathered in?: Fall 2018 Results & Discussion: Students were given Speech 3 to assess this SLO. This speech is about learning how to measure good communication in a given situation and then achieving that measure through a planned change of behavior. There are five purposes for this speech are (1) to continue to practice talking about your personal life in front of people, (2) to learn about your own negative communication behaviors and its effect on those around you, (3) to establish a long-term goal that corrects these behaviors, (4) to make a successful step toward achieving a long-term goal, and (5) to have a positive outcome. Any terms used for this speech must come from Chapters 8-10. All these speeches were given in a small group setting where students share with each other while the instructor listens.</p> <p>The highest possible score on this speech was 200. The average score on this speech was 92.96%. Only 2 failed the speech. There were 5 scores between 80-89%. The rest were between 90-100%.</p> <p>The results showed that students grasped the concept identified in the expectations of the speech. Most of the students picked terms from Chapters 8-10, which is what was assigned. A few were given permission to go outside of this expectation because of the nature of their</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>personal situation on which they wanted to give the speech. The most important factor here is that students were grasping what it meant to have good communication since one of the purposes was to have a good which most reported.</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Action Date: 03/21/2019</p> <p>Action: I'm not sure I'll do differently on this speech. We build up to this speech for most of the semester, so the results posted above are typical although only slightly higher than usual.</p> <p>Action Plan Category: Conduct further assessment</p> <p>Result Entered: 12/14/2018</p> <p>Result Date (old): 12/14/2018</p> <p>Reporting Cycle: 2018 - 2019</p> <p>Optional Information</p>
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Project</p> <p>Assessment Method: Self-esteem abstract assignment and journal entry.</p> <p>Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Assignment/Project</p> <p>Assessment Method: Students were to choose 4 out of 14 listed interpersonal communication skills to complete, analyze, and reflect on with the inclusion of additional research.</p> <p>Criterion for Success: At least 70% of the students will earn at least a 'C'.</p>	<p>Assessment Cycle: 2020 - 2023</p> <p>Which semester was this result gathered in?: Spring 2022</p> <p>Number of Students Assessed: 30</p> <p>Number of Students Who Met the Criterion: 24</p> <p>Results & Discussion: One of the methods used to achieve SLO #3 was a Skills Notebook Project. Students were to choose 4 out of 14 listed interpersonal communication skills to complete, analyze, and reflect on with the inclusion of additional research. Each of these skills have their own set of activities along with the following required discussion questions to complete:</p> <p>For each skill you complete:</p> <ol style="list-style-type: none"> 1. Identify the skill you chose (for example, #1: Communication Competency) 2. State why you chose to work on this skill--what did you hope to accomplish, do better, learn, etc.? 3. Complete each skill's activity and include the following describing: <ul style="list-style-type: none"> Who was involved and their relationship to you Resources you used to inform you discussion of each skill- at least three resources (you may use your text as one, explore outside sources too) Expand on your discussion--what do you STILL need to

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>work on or learn? What will you DO to continue to improve in this skill area?</p> <p>4. Each skill should be at least two pages in length (double-spaced).</p> <p>5. Include a references list of the sources used at the end of each skill.</p> <p>For example, Skill #2, Developing Self Concept & Understanding Self Disclosure, requires the student to work with a partner (someone whose opinion you value such as a family member, spouse, friend) to create their own Johari window and complete the following activity:</p> <ol style="list-style-type: none"> 1. In the OPEN box, list 12 adjectives that best describe you, using the table below. 2. Explain the Johari Window to your partner, without showing them your list. 3. Have your partner choose 12 adjectives (provided in table) they think best describe the you. 4. Share lists to see where you agree. Respond to the following questions: <ul style="list-style-type: none"> Ë What were the biggest surprises to you? What were your blind spots (something your partner sees that you did not choose)? Ë What does your partner observe about you that you agree with? disagree with? Ë Which adjectives may be helpful to you now that you know how your partner perceives you? Ë What other words (adjectives) do you wish you could display to your partner or others? What would be the first step you could take to move in this direction? <p>Results: The average score of this project was a 73% (C).</p> <p>Interpreting the results: 24 out of 30 students scored a C grade or higher, indicating that 80% of students met the SLO. I believe a large part of this is due to the fact that students were able to choose specific skills in this project that they were most interested in. Usually, the more applicable an assignment is to a student’s personal life, the more willing they are to dive deeper into it . The results demonstrate that students are able to utilize critical thinking skills to evaluate several areas of their own communication (based on self-reflection, tools of measurement, feedback from partners, and research) and select the best method to improve their skills using the concepts learned in this course.</p> <p>Result Conclusion: Criterion Met</p> <p>Next Steps: Suggested Improvements: Something I am considering doing is having students design their own activities for a skill of their choosing to incorporate more critical thinking. I feel that having the activities prepared</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>for them may not challenge students enough. One way to incorporate this is to have students take mini-assessments throughout the semester of their interpersonal communication skills and have them evaluate the measurement tool used: what they thought worked well/not well, what improvements could be made, etc. That way, they could look back at these assignments to help them design their own method of evaluating a communication skill.</p> <p>Result Entered: 05/31/2022</p> <p>Optional Information</p>

Speeches

SLO Name

Speeches

SLO

Effectively develop and present extemporaneous speeches that incorporate both verbal and nonverbal elements of delivery and appropriate rhetorical principles.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Presentation/Performance</p> <p>Assessment Method: Extemporaneous speech.</p> <p>Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	

Field of Communication

SLO Name

Field of Communication

SLO

Describe the field of communication and explain the theories, models, and concepts particular to the study of interpersonal communication.

SLO Status

Active

Assessment Plan

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Exam Assessment Method: Multiple-choice exam Criterion for Success: 70% of students will complete the exam with a grade of C or better.</p>	<p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2015 Results & Discussion: One section of COMM 130 was assessed. Assessment tool: The EXAM #2 had 44 questions assessing Communication Studies related theories. The results by section are as follows:</p> <p>39 students were enrolled. 27 students scored a C or higher. 12 students scored a D or lower. Success rate = 69%</p> <p>Result Conclusion: Criterion Not Met Next Steps: Action Date: 06/01/2015 Action: The criterion was not met this semester when assessing exam #2. This exam is by far the most difficult of the three. Further examination of exam #2 in future semesters is recommended. Action Plan Category: Conduct Further Assessment Result Entered: 06/01/2015 Result Date (old): 06/01/2015 Reporting Cycle: 2014 - 2015 <u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2013 Results & Discussion: Three sections of COMM 130 were assessed. 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% Result Conclusion: Criterion Met Next Steps: Action Date: 12/18/2013 Action: 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>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>Action Plan Category: Conduct Further Assessment Result Entered: 12/18/2013 Result Date (old): 12/18/2013 Reporting Cycle: 2013 - 2014 <u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2013 Results & Discussion: 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. A = 2 B = 9 C = 9 D = 11 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 A = 2 B = 7 C = 9 D = 11 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. A = 2 B = 9 C = 9 D = 11</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>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 Total students passing the exam with a C or higher = 58 (55.8%)</p> <p>Result Conclusion: Inconclusive Next Steps: Action Date: 05/28/2013 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 05/28/2013 Result Date (old): 05/28/2013 Reporting Cycle: 2012 - 2013 Optional Information</p>

CAN COMM 140: Small Group Communication

Roles and Processes

SLO Name

Roles and Processes

SLO

Identify and describe the purposes and functions of small groups.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Essay Assessment Method: Short (3-5 page) reflective essays evaluating the group process. Criterion for Success: 70% of students will complete</p>	<p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2012 Results & Discussion: 25 students completed the reflective essay. The results are as follows: A = 15 B = 4</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
the assignment with a grade of C or better.	<p>C = 1 D = 1 F = 4</p> <p>20 of the 25 students earned a C or higher on the assignment (80%); 5 students failed. Result Conclusion: Criterion Met Next Steps: Action Date: 12/19/2012 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 12/19/2012 Result Date (old): 12/19/2012 Reporting Cycle: 2012 - 2013 Optional Information</p>

Different Approaches

SLO Name

Different Approaches

SLO

Compare different approaches to group tasks and evaluate their effectiveness

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Exam Assessment Method: Quizzes and/or tests reviewing assigned readings. Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	

Group Project

SLO Name

Group Project

SLO

Identify appropriate problem solving techniques to identify, analyze and resolve a problem in a small group setting.

SLO Status

11/9/2025

Assessment Plan

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Presentation/Performance Assessment Method: Group presentations Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	
<p>Assessment Method Status: Active Assessment Method Category: Project Assessment Method: Project Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2017 - 2020 Which semester was this result gathered in?: Spring 2019 Results & Discussion: Students were given a Group Project to assess this SLO. The Group Project is a culmination of all aspects of small group communication. Student groups learn communication skills while completing a student lead project that benefits Cañada College. Students will select the project with permission from the instructor and other pertinent administrators. Then, students create a plan to complete the project by the due date. The project must not be too simple or complex as it needs to last for the duration of the semester. This project has three parts: a planning report, a progress report, and project presentation. The project involves Chapters 5-8. For this SLO, the students were measured with the Project Presentation. The Project Presentation is when student groups provide the details of the completion of the project. The group project must be completed by the day of the group's presentation. The Project Presentation will include every facet of the course. Groups will explain project based learning, how they felt about it, what they learned from the book, how well they achieved their goal, and what changes would they should have made. Students will be given 10-15 minutes to give the presentation and then be required to answer a thorough question and answer session for another 15-20 minutes. Students will have to answer difficult questions about the time as a group and be challenged directly.</p> <p>Results The highest possible score on this speech was 200. The average score on this speech was 91.72% (183.44/200). No one failed the speech. The lowest grade was 85%, and the highest was 100%.</p> <p>Interpretation The results showed that students grasped the concept identified in the expectations of the project presentation grade sheet. This is only my second time teaching this course, using a project based learning method. There is still some clarity in the teaching method that I need to establish before I can fully trust this outcome as a complete and accurate indicator of their</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>learning. However, since this was the culminating assignment at the end of the course, it seems likely.</p> <p>Result Conclusion: Criterion Met Next Steps: Action Date: 05/24/2019 Action: I'm continuing to develop my expectations and learning indicators for this project. I'm preparing to do more to establish expectations about theory and practice of small group communication because students can get into project mode over learning small group. Therefore, I'll reconstruct the rubric to reflect more on this part. Action Plan Category: Develop new evaluation/ assessment methods Result Entered: 05/24/2019 Result Date (old): 05/24/2019 Reporting Cycle: 2018 - 2019 <u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2017 Results & Discussion: Project 3 was the assessment tool used for this assignment since in focused all aspects of small communication. The purpose of this project is to allow students to experience the substantive process of small group communication. Substantive means substance. Substance is what project the group is trying to complete for the benefit of another group. This project has three parts. The first part is selecting another group and planning your project. The second part is giving a fully descriptive presentation on what your group plans to do. The third part is carrying out the plan and giving another report on how it went. 31 out of 31 students earned at least a C on the assignment.</p> <p>Result Conclusion: Criterion Met Result Entered: 05/25/2017 Result Date (old): 05/25/2017 Reporting Cycle: 2016 - 2017 <u>Optional Information</u></p>

Theories

SLO Name

Theories

SLO

Identify and explain theories of small group communication.

SLO Status

Active

Assessment Plan

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Project Assessment Method: Group project Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2017 Results & Discussion: Project 1 was the assessment tool used for this assignment since it focused communication theories. For this project, student groups focus on the procedural components of small group communication. Students will study the concepts of working in a group, leading a group, and managing conflict. After studying these concepts in a class and group environment, students are tasked with completing a small group assignment that focuses on procedural concepts of the group. 31 out of 31 students completed the assignment with a C or better. Result Conclusion: Criterion Met Result Entered: 05/25/2017 Result Date (old): 05/25/2017 Reporting Cycle: 2016 - 2017 <u>Optional Information</u></p>
<p>Assessment Method Status: Active Assessment Method Category: Project Assessment Method: A project, such as a descriptive analysis, which may include a paper requiring research, followed by a presentation. Criterion for Success: At least 70% of the students earned at least a 'C' on the assignment.</p>	<p>Assessment Cycle: 2020 - 2023 Which semester was this result gathered in?: Summer 2021 Results & Discussion: About the assessment: For this semester, COVID restrictions played an impact in how small group communication is studied. I was limited by the typical in class small group projects I would normally do. So this time, I chose to have my students study small group communication, using a descriptive analysis on one of two movies, "Hidden Figures" and "The Martian." A descriptive analysis has three parts: (a) a summary description of the movie scene used; (b) a basic description of the small group communication theory or idea; and (c) a breakdown of the movie scene, using the theory or idea presented in (a). Students were assigned small group communication theories for each speech and completed five speeches over the course of the semester. For example, Speech 1, students were assigned the following small group theories or ideas to one of movies: (a) Four Elements of a Problem-Solving Group, (b) The Small Group as a System, (c) The Power of One, (d) Characteristics of a Group, and (e) The Power of Diversity. Students created a video for their presentation. In the video, they offered the movie scene description first, then a summary or quote of the theory, and then their analysis. Some students were encouraged to pick certain scenes in these movies because there some decent content from which you draw conclusions about the small group theories being studied.</p> <p>Results: The average grade for the class was 71.4%. 20 students out 28 turned in the assignment. 20 out of 20 scored 100%.</p> <p>Interpretation:</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>The results are mixed. I liked the fact that the students got such high scores, but this course had a lot of redundancy, so assignment turn was low maybe because of motivation. Students were obviously understanding the assignment instructions but were struggling with the motivation to turn things in; and since COVID restrictions were also present, they were probably hindered all the more.</p> <p>Result Conclusion: Criterion Met Next Steps: Action Date: 06/07/2021 Action: Future: Teaching small group communication online is not a preferable delivery mode. Communication is meant to be an interactive, in-person type of communication. The descriptive analysis is great for processing the communication of others, but other assignments are needed to create a more holistic study of small group communication in an online environment. Action Plan Category: Develop new evaluation/ assessment methods Result Entered: 06/07/2021 Result Date (old): 06/07/2021 Reporting Cycle: 2020 - 2021 <u>Optional Information</u></p>

CAN COMM 150: Intercultural Communication

Patterns that influence

SLO Name

Patterns that influence

SLO

Identify major US and non-US cultural patterns that influence human communication and analyze prominent intercultural value theory.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Exam Assessment Method: Multiple-choice exam/quiz Criterion for Success: 70% of students will complete the exam with a grade of C or better.</p>	<p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2016 Results & Discussion: Quiz #2 (Chapter 2) specifically addressed the non-US cultural patterns that influence human communication and value theory. The quiz consisted of 10 multiple-choice questions.</p> <p>Of the 27 students, 27 students completed the quiz with a C or higher (100% completion rate).</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p> Result Conclusion: Criterion Met Result Entered: 05/20/2016 Result Date (old): 05/20/2016 Reporting Cycle: 2015 - 2016 <u>Optional Information</u> </p> <hr/> <p> Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2013 Results & Discussion: 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> A = 10 B = 10 C = 8 D = 1 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> Result Conclusion: Criterion Met Next Steps: Action Date: 05/28/2013 Action: I will continue using the quiz as a method of assessing students' understanding of communication theories specific to the study of intercultural communication. Action Plan Category: Conduct Further Assessment Result Entered: 05/28/2013 Result Date (old): 05/28/2013 Reporting Cycle: 2012 - 2013 <u>Optional Information</u> </p>

Context

Assessment Plan

SLO Name

Context

SLO

Explain how context influences communication and distinguish the difference between high-context and low context orientations toward communication.

SLO Status

Inactive

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Exam Assessment Method: Multiple-choice exam Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Fall 2015 Results & Discussion: Quiz #3 on Chapter 3 specifically addressed low- and high-context communication. The quiz consisted of 10 multiple-choice questions.</p> <p>Of the 21 students, 19 students completed the quiz with a "C" or higher (90.5% completion rate). Result Conclusion: Criterion Met Result Entered: 12/19/2015 Result Date (old): 12/19/2015 Reporting Cycle: 2015 - 2016 <u>Optional Information</u></p>
<p>Assessment Method Status: Active Assessment Method Category: Other Assessment Method: Cultural analysis Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2013 Results & Discussion: 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</p> <p>Student directions: Purpose: Compare and contrast two cultures based on “low context and high context” orientation. Identify which culture uses “low context” communication as a priority Give examples of this communication style within this culture based on the video Identify which culture uses “high context” communication as a priority Give examples of this communication style within this culture based on the video</p> <p>31 out of 38 students participated in this assignment Out of the 31 students who participated: 90% of the students received a C or better. Result Conclusion: Criterion Met</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>Next Steps: Action Date: 12/18/2013 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 12/18/2013 Result Date (old): 12/18/2013 Reporting Cycle: 2013 - 2014 <u>Optional Information</u></p>

Identity

SLO Name

Identity

SLO

Identify and explain how values, worldview and/or communication patterns shape cultural and individual identity.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Exam Assessment Method: Multiple-choice, True/False, short answer exam. Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	

Identify & apply

SLO Name

Identify & apply

SLO

Identify and apply terminology, concepts and theoretical constructs of intercultural communication to a variety of intercultural contexts.

SLO Status

Assessment Plan

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Essay Assessment Method: 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: 1. SELECT ONE INTERCULTURAL COMMUNICATION TOPIC or issue of interest. 2. READ TWO (2) RESEARCH ARTICLES that deal with the topic selected. 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. Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Fall 2011 Results & Discussion: 1 section: 27 students 25 students completed the assignment (93% completion rate) 2 students did not complete the assignment, nor did they pass the course. Average score on the assignment = 81.25% 22 students completed the assignment with a C or better (88%) 3 students scored less than a 70% on the assignment</p> <p>**This course was only offered in the Fall 2011 semester Result Conclusion: Criterion Met Next Steps: Action Date: 12/19/2011 Action: 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. Action Plan Category: Conduct Further Assessment Result Entered: 12/19/2011 Result Date (old): 12/19/2011 Reporting Cycle: 2011 - 2012 Optional Information Supporting Documents: BIBLIOGRAPHIC RESEARCH PAPER</p>
<p>Assessment Method Status: Active Assessment Method Category: Exam Assessment Method: Exam Criterion for Success: 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.</p>	<p>Assessment Cycle: 2020 - 2023 Which semester was this result gathered in?: Fall 2022 Number of Students Assessed: 32 Number of Students Who Met the Criterion: 30 Results & Discussion: 30 students attempted the exam The average score was a 90% The low score was 68% The exam was taken online an average time of just under 38 minutes (90 minutes was allotted) 2 students did not complete the exam; they are the only 2 students who received non-passing grades</p> <p>Result Conclusion: Criterion Met Result Entered: 12/07/2022</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
Success rate = 94%	<p><u>Optional Information</u></p>
	<p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2015 Results & Discussion: 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.</p> <p>The results are as follows: 30 students were enrolled. 23 students scored a C or higher. 7 students scored a D or lower. Success rate = 76.7%</p> <p>Result Conclusion: Criterion Met Next Steps: Action Date: 06/01/2015 Action: Last semester the criterion was not met when assessing the results of the final exam. This semester the criterion was met. Further examination of the final examination results in future semesters is needed. Action Plan Category: Conduct Further Assessment Result Entered: 06/01/2015 Result Date (old): 06/01/2015 Reporting Cycle: 2014 - 2015 <u>Optional Information</u></p>
	<p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Fall 2014 Results & Discussion: 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.</p> <p>The results are as follows: 30 students were enrolled. 19 students scored a C or higher. 11 students scored a D or lower. Success rate = 63%</p> <p>Result Conclusion: Criterion Not Met Next Steps: Action Date: 12/19/2014 Action: I will continue to assess the final exam to see how this semester's scores compare. Action Plan Category: Conduct Further Assessment Result Entered: 12/01/2014 Result Date (old): 12/01/2014</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>Reporting Cycle: 2014 - 2015 Optional Information</p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2014 Results & Discussion: 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. Result Conclusion: Criterion Met Result Entered: 05/30/2014 Result Date (old): 05/30/2014 Reporting Cycle: 2013 - 2014 Optional Information</p>
<p>Assessment Method Status: Active Assessment Method Category: Other Assessment Method: Forum/paper discussing intercultural theoretical concepts, contracts and/or contexts. Criterion for Success: 70% of the students will earn at least a "C" on the assignment.</p>	<p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2017 Results & Discussion: Forum discussion asked students to relate the Rios book to the concepts discussed in the Samovar et al. text.</p> <p>Of the 29 students enrolled, 24 completed the assignment and 17 students earned at least a "C" (71% completion rate). Result Conclusion: Criterion Met Result Entered: 01/18/2017 Result Date (old): 01/18/2017 Reporting Cycle: 2016 - 2017 Optional Information</p>

CAN COMM 180: Introduction to Communication Studies

Fundamental characteristics

SLO Name

Fundamental characteristics

SLO

Define the fundamental characteristics of communication through various models.

SLO Status

Active

Assessment Plan

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Exam Assessment Method: Multiple-choice exam</p> <p>Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	
<p>Assessment Method Status: Active Assessment Method Category: Presentation/Performance Assessment Method: Presentation, which could include written speaking plan/research Criterion for Success: At least 70% of the students earned a grade of a 'C' or higher.</p>	<p>Assessment Cycle: 2017 - 2020 Which semester was this result gathered in?: Spring 2020 Results & Discussion: Models were a key component of the textbook materials as well as the information provided during in-class lectures. Student's ability to define fundamental characteristics of communication models were assessed through the Theory Paper and Presentation assignment. The Theory paper portion of this assignment asked students to categorize their assigned theory via Craig's Traditions, identify the theory as either interpretive or objective, provide background on the key scholars of the theory, provide a brief history of the theory as well as its critiques, synthesize current applications of the theory, and then make recommendations for future use of the theory. These papers were then condensed into a presentation that was given live in Zoom further solidifying the students' mastery of their own theories while also providing a learning tool to their classmates. Students were able to present communication models directly in their slides as well. The presentation week discussion board related to what students had learned from one another.</p> <p>Results: The students who completed this assignment received an average score of 91%.</p> <p>Interpreting the results: Students were clearly able to tackle a difficult assignment that required both effective writing, research, and presentation skills. I was impressed by their desire to submit an assignment that not only demonstrated their own abilities, but also provided an effective learning tool for their peers during the presentations. In the future, I will spend a little more time going over APA-style writing (aside from the lesson given in the library) and perhaps do a quick tutorial on how to synthesize academic research into paragraph form with proper in-text citations.</p> <p>Result Conclusion: Criterion Met Result Entered: 05/22/2020 Result Date (old): 05/22/2020 Reporting Cycle: 2019 - 2020 Optional Information</p>

Foundations

SLO Name

Assessment Plan

Foundations

SLO

Describe the contextual, cultural and social foundations of human communication.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Exam Assessment Method: Multiple-choice exam Criterion for Success: 70% of students will complete the exam with a grade of C or better.</p>	<p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2013 Results & Discussion: 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 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>Result Conclusion: Criterion Met Next Steps: Action Date: 05/28/2013 Action: The assessment instrument includes several approaches aimed to measure students' understanding of the material. I will continue using this assessment method. Action Plan Category: Conduct Further Assessment Result Entered: 05/28/2013 Result Date (old): 05/28/2013 Reporting Cycle: 2012 - 2013 Optional Information</p>
<p>Assessment Method Status: Active Assessment Method Category: Essay Assessment Method: Paper includes COMM theories involving perception and influences.</p>	<p>Assessment Cycle: 2017 - 2020 Which semester was this result gathered in?: Spring 2020 Results & Discussion: Method for measuring and achievement of SLO: Students were given a variety of in-class assignments throughout the term during which they</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
<p>Criterion for Success: At least 70% of students received at least a grade of a 'C' or higher.</p>	<p>needed to identify, comprehend and then demonstrate/apply theoretical constructs that highlight the need for contextual awareness and cultural sensitivity. On two of these occasions, students were placed in groups and instructed to create a skit (either with or without props) that demonstrated an assigned theory or theoretical construct. These were often related to relationship theories and how communication interactions reveal the theories covered in lectures, particularly intercultural and interpersonal awareness. Students were then asked to write and submit a response to questions regarding their experience with the active-learning opportunities.</p> <p>Results: The assignment was assessed during the class meeting where the instructor was able to offer immediate feedback and then once again based on the students' submissions for the assignment. The average score on the assignment was a 16/20 or 82% which means the criterion of at least 70 percent of students earning a 'C' or better for this SLO has been met.</p> <p>Interpreting the results: In final comments on the course, students mentioned the in-class activities as being some of the most memorable assignments for them. In my opinion, students learn best by doing, so I try to incorporate a variety of ways to make the materials real to them through active learning.</p> <p>Moving forward: There were several areas for potential improvement in the course materials, mostly related to ensuring students had the skills necessary to be effective writers both in this course and beyond. I think these are valuable skills to incorporate in any communications course and will continue seeking out creative ways to incorporate them in the materials. The students this term were awesome: motivated, excited to learn, eager to participate. Ending in a pandemic was not our collective favorite, but for the ones who were able to see the course through, I think they still had an effective and memorable learning experience.</p> <p>Result Conclusion: Criterion Met Result Entered: 05/22/2020 Result Date (old): 05/22/2020 Reporting Cycle: 2019 - 2020 Optional Information</p>

Methods

SLO Name

Methods

SLO

Identify and apply the appropriate methodological approaches to various research questions.

SLO Status

Assessment Plan

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Assignment Assessment Method: Research paper Criterion for Success: At least 70% of the students will earn a 'C' or higher on the assignment.</p>	<p>Assessment Cycle: 2020 - 2023 Which semester was this result gathered in?: Spring 2023 Number of Students Assessed: 14 Number of Students Who Met the Criterion: 12</p> <p>Results & Discussion: Method for measuring achievement of SLO: Students were asked to research a topic based on a theme or theory within Communication Studies. The question at the start of the semester asked students to identify what theory is. This was the baseline for the course. After discussion about theory, students were then asked to select one theory and then critically analyze, evaluate, and apply their theory in real-world applications. Students were asked to review their theory and evaluate through the Objective or Interpretive approach. At the end of the semester, students were asked to submit a term paper summarizing their findings and identifying objective or interpretive approach. Students were also asked to apply the theory using real-world examples.</p> <p>Results: The average score on the final paper was 86.6 out of 100 points (86.6 percent).</p> <p>Out of the 12 students who submitted the paper, 86 percent (12 out of 14 students) earned a 'C' or better. Thus, the criterion of at least 70 percent of students earning a 'C' or better for this SLO has been met. Four out of 12 students (28% of these students) earned 90% or higher on the term paper.</p> <p>Interpreting the results: The results suggest that students grasp the idea of and possess the basic skills needed to evaluate a theory, analyze the impact, and compare through a research methodology provided by the course curriculum. In addition, the results suggest that students have the basic ability to apply a methodologic approach to a theory and defend their position. Overall, I am happy to report that this SLO has been met by over three-quarters of the students in the class.</p> <p>Result Conclusion: Criterion Met Next Steps: Moving forward: Overall, I am happy with the results. There are, however, some things that I might do differently moving forward. First, I feel that more time needs to be spent during the semester on basic skills for analyzing a theory and summarizing findings using academic language versus casual writing. I may consider dedicating an entire week or two to covering these skills. An additional solution may be a module with additional learning and links on academic writing. Second, I feel</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
	<p>that the course could benefit from more “mini” assignments asking students to analyze and evaluate different theories throughout the semester instead of only evaluating one theory through the objective approach or the interpretive approach. This would give students more opportunity to refine the critical thinking skills necessary for the final exam. Third, another option for this project would be to direct students to use both the objective and interpretive approach and then compare the advantages of each approach within a chosen theory.</p> <p>Result Entered: 06/05/2023</p> <p>Optional Information</p>

Identify & apply

SLO Name

Identify & apply

SLO

Identify and apply terminology, concepts and theoretical constructs of human communication to a variety of contexts.

SLO Status

Active

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active</p> <p>Assessment Method Category: Exam</p> <p>Assessment Method: Multiple-choice exam</p> <p>Criterion for Success: 70% of students will complete the assignment with a grade of C or better.</p>	<p>Assessment Cycle: 2017 - 2020</p> <p>Which semester was this result gathered in?: Spring 2020</p> <p>Results & Discussion: Using weekly quizzes, students were asked to identify and apply theoretical constructs from a variety of perspectives. Questions included multiple choice opportunities to simply identify aspects of specific theories as well as the presentation of scenarios through which students would need to demonstrate their abilities to apply the constructs.</p> <p>Results: Quizzes were administered weekly through the Canvas LMS and covered 2-4 chapters from the text as well as material covered via in-class lectures and activities. A total of 12 quizzes were given this term with an overall average score of 72% which meets the requirement of at least a 'C' average.</p> <p>Interpreting Results: Quizzes are mainly used to measure retention of information in the short term. Combined with active learning, lectures, and writing assignments, I believe they were an effective way to encourage repetition for students. I plan to develop more of my own questions in the coming semesters.</p> <p>Result Conclusion: Criterion Met</p> <p>Result Entered: 05/22/2020</p>

Assessment Plan

Assessment Method	Results, Analysis & Actions
<p>Assessment Method Status: Active Assessment Method Category: Essay Assessment Method: Essay or research paper Criterion for Success: At least 70% of students will earn a 'C' or higher</p>	<p>Result Date (old): 05/22/2020 Reporting Cycle: 2019 - 2020 Optional Information</p> <p>Assessment Cycle: 2014 - 2017 Which semester was this result gathered in?: Spring 2015 Results & Discussion: Method for measuring achievement of SLO: Students were assigned a service learning project which partnered with the Student Life Department on campus and self elected one campus wide event during the Spring of 2015. Groups were created, assigned, and evaluated within these parameters:</p> <p>CREATED " Small group setting: 3 - 6 members " Inclusive Environment: One on campus event " A written formal bid was submitted by each group " Relationship building exercises weekly in class, written response</p> <p>ASSIGNED " Timeline: concept to presentation was 12 weeks long " Established roles, norms and best practices for support</p> <p>EVALUATED " Students were asked to write a self-evaluation " Students were asked to write a short peer evaluation for each member " Each group was responsible for a four page written summary (directed to the Professor and Student Life Manager) which detailed each member as an individual and within in group, emerging leadership styles, and group communication functions " Finally, groups presented a 25 minute Service Learning Presentation to their peers using one form of media with all members having a speaking role</p> <p>Results: The average score on the Service Learning Project was an A- or 90% The class consisted of five small work groups. Two of those work groups were less dynamic, had lower attendance by some members and/or none to less work submissions than the stronger contributing groups. While these groups were affected by a few outliers, overall all groups were able to do well within the project. Nonetheless, the criterion of at least 70 percent of students earning a 'C' or better for this SLO has been met.</p> <p>Result Conclusion: Criterion Met</p>

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	<p>Next Steps: Action Date: 06/01/2015 Action: Interpreting the results: The results suggest that hands on experience and written reflection combined reflect the strongest take away for students. Most students within this course had minimal work experience and/or within a professional environment. Students were able to understand communication expectations for various situations from actual experience as well as guided discussion as well as written prompts. The results also indicate suggest that students were able to ascertain various theories and their relationships within Interpersonal settings. Students described, defined and thoroughly investigated Interpersonal Communication Theory within forums, letters of introduction and self evaluation reflections. Students discussed basic communication principles such as self concept and the Johari Window as well as Grice's Conversational Maxims. 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.</p> <p>The honest reflection also includes the lower achievers and how their needs could be met better by myself or another Professor in the position. Two specific students, who I have a wonderful relationship with, did not pass the course. Both were burdened with the stress of loosing a loved one and dealing with that emotional pain and stress of how to move forward. I met with these students as regularly as possible and gained their trust as well as they knew someone would be looking for them in class. While mental health is not an SLO and I would have liked them to successfully pass the course, they are still continuing their studies and have not allowed this set back to take them away from their academic goals.</p> <p>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: Reflecting on this course after two semesters, I felt that a lack of community was felt by students. Did they attend a play? Come to a transfer lecture moving them closer to their long term goal? Have they committed to an event on campus through participating or even stopping by a both because they were proud to be a Colt? Overall, I am happy with the results and the growth these students have</p>

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	<p>experienced. I believe this semester was truly successful because of the committed students, the relationship they built with one another and with their college community as discussed in their written summaries and reflections.</p> <p>Action Plan Category: Conduct Further Assessment</p> <p>Result Entered: 06/01/2015 Result Date (old): 06/01/2015 Reporting Cycle: 2014 - 2015</p> <p><u>Optional Information</u></p> <hr/> <p>Assessment Cycle: 2011 - 2014 Which semester was this result gathered in?: Spring 2014 Results & Discussion: Method for measuring achievement of SLO: 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"> " Identify and apply terminology (background breadth) - 10 points " Identify and apply concepts with future theoretical constraints (background depth)- 10 points " Connect theory to one situational context - 10 points " Connect theory to second situational context - 10 points " Written work guidelines (i.e., grammar, spelling) - 5 points " Overall logic and presentation of work (Title page, Abstract, APA) - 5 points <p>Results: 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>Result Conclusion: Criterion Met Next Steps: Action Date: 05/30/2014 Action: Interpreting the results: 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</p>

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	<p>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: 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>Action Plan Category: Conduct Further Assessment Result Entered: 05/30/2014 Result Date (old): 05/30/2014 Reporting Cycle: 2013 - 2014 <u>Optional Information</u></p>