



**PROGRAM REVIEW – CURRICULUM REVIEW
2015-16**

Communication Studies

Courses with CID Designation

Course Name	CID #	CID Name	COR Effective Term
COMM G110	COMM 110	Public Speaking	F2011
COMM G220	COMM 120	Argumentation or Argumentation and Debate	S2013
COMM G100	COMM 130	Interpersonal Communication	S2013
COMM G112	COMM 140	Small Group Communication	S2013
COMM G255	COMM 150	Intercultural Communication	F2010

Dual Listed Courses

Course Name	Dual Listed
COMM G225	PEAC G225

List of Active Courses offered or not offered in the last 3 years

Course ID	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
COMM G100	X	X	X	X	X	X	X	X	X
COMM G110	X	X	X	X	X	X	X	X	X
COMM G112		X	X		X	X		X	X
COMM G220		X	X		X	X		X	X
COMM G225					X			X	
COMM G255		X	X		X	X		X	X
COMM G260			X			X			X

“x” indicates the semester the course was offered



PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

Communication Studies

**Assessment status reflects assessments between Fall 2013 through Summer 2015*

Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
COMM G100	3	3	↑
COMM G110	3	1	↔
COMM G112	3	1	↔
COMM G220	4	3	↔
COMM G225	8	1	↔
COMM G255	4	2	↔
COMM G260	3	1	↔

- ↑ Fully assessed
- ↔ Partially assessed
- ↓ No assessment

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
COMM G110	cSLO 1	Construct and present a speech that demonstrates audience analysis, appropriate organizational structure, and verbal and nonverbal delivery skills.
COMM G110	cSLO 2	Select and evaluate research in order to support ideas in a speech.
COMM G112	cSLO 1	Demonstrate at least two major group communication formats in class (panel discussions, symposium presentations, forum presentations, task groups, social groups, and committee meetings).
COMM G112	cSLO 2	Research, evaluate, and present a solution to a current, relevant problem using one of the problem-solving techniques.
COMM G220	cSLO 2	Select and construct arguments on the basis of how well they prove or counter the proposition, whether they can be supported, and how much impact they are likely to have on the audience.
COMM G225	cSLO 1	Analyze a conflict orally to determine the appropriateness of mediation.
COMM G225	cSLO 2	Discuss strategies for dealing with specific ethical issues encountered in a conflict situation.
COMM G225	cSLO 3	Describe communication situations using discipline specific terms.
COMM G225	cSLO 4	Identify ways in which the mediation process is similar to and distinct from other conflict resolution processes.
COMM G225	cSLO 5	Analyze the underlying issues of the dispute.
COMM G225	cSLO 6	Apply the concepts in the texts, lectures, discussions, mass media, and other materials to real world challenges.
COMM G225	cSLO 8	Identify the relationship between the communication process and the mediation process
COMM G255	cSLO 1	Relate the variables that characterize cultural beliefs, values, and norms, as well as describe and compare how these variables influence culturally-based communication.
COMM G255	cSLO 4	Describe communication situations using discipline specific terms.
COMM G260	cSLO 1	Compare and contrast theories of organizational communication.
COMM G260	cSLO 2	Design a conflict management strategy based on theoretical principles.
COMM G110	cSLO 1	Construct and present a speech that demonstrates audience analysis, appropriate organizational structure, and verbal and nonverbal delivery skills.
COMM G110	cSLO 2	Select and evaluate research in order to support ideas in a speech.
COMM G112	cSLO 1	Demonstrate at least two major group communication formats in class (panel discussions, symposium presentations, forum presentations, task groups, social groups, and committee meetings).
COMM G112	cSLO 2	Research, evaluate, and present a solution to a current, relevant problem using one of the problem-solving techniques.
COMM G220	cSLO 2	Select and construct arguments on the basis of how well they prove or counter the proposition, whether they can be supported, and how much impact they are likely to have on the audience.
COMM G225	cSLO 1	Analyze a conflict orally to determine the appropriateness of mediation.
COMM G225	cSLO 2	Discuss strategies for dealing with specific ethical issues encountered in a conflict situation.
COMM G225	cSLO 3	Describe communication situations using discipline specific terms.

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
COMM G225	cSLO 4	Identify ways in which the mediation process is similar to and distinct from other conflict resolution processes.
COMM G225	cSLO 5	Analyze the underlying issues of the dispute.
COMM G225	cSLO 6	Apply the concepts in the texts, lectures, discussions, mass media, and other materials to real world challenges.
COMM G225	cSLO 8	Identify the relationship between the communication process and the mediation process
COMM G255	cSLO 1	Relate the variables that characterize cultural beliefs, values, and norms, as well as describe and compare how these variables influence culturally-based communication.
COMM G255	cSLO 4	Describe communication situations using discipline specific terms.
COMM G260	cSLO 1	Compare and contrast theories of organizational communication.
COMM G260	cSLO 2	Design a conflict management strategy based on theoretical principles.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
COMM G100	cSLO 1	2013 - 2014 (Fall 2013)	Faculty identified specific strategies for teaching and demonstrating these interpersonal communication skills. All teachers reported the need for more class time for explanations, descriptions, demonstrations and roleplays.
COMM G100	cSLO 2	2013 - 2014 (Fall 2013)	Faculty identified specific strategies for teaching and demonstrating these interpersonal communication skills. All teachers reported the need for more class time for explanations, descriptions, demonstrations and roleplays.
COMM G100	cSLO 3	2014 - 2015 (Summer 2014)	In a compressed 6-week summer class, it is more difficult to cover the same amount of information that is covered in a 16-week semester. In the event that I have the opportunity to teach Communication 100 again in the summer, I intend to spend more time reviewing the important material covered in Chapter 1 of the textbook (i.e., Interplay) in order to help students improve their understanding of terminology related to the communication process. Additional class time will also be spent reviewing sample multiple-choice question to help familiarize students with how to correctly answer multiple-choice questions that involve a more conceptual and applied understanding of communication terminology.
COMM G100	cSLO 3	2015 - 2016 (Summer 2015)	Evaluating questions used on Check For Understandings. Also looking for patterns from questions used last semester vs. this semester that scored lower.
COMM G100	cSLO 3	2014 - 2015 (Fall 2014)	Some teachers expressed concern that the test bank of questions for the textbook was less than ideal and plan to rewrite and/or revise questions for more clarity. Most teachers were pleased with the results and plan to continue to provide opportunities for students to grasp, master and use the discipline specific terminology that is so crucial to the study of communication. Special Note: 8 of 10 instructors completed the assessment for COMM 100 classes. Special effort will be made to increase that to 9 of 10 but the remaining holdout has made it clear that the assessments will not be completed.
COMM G100	cSLO 3	2014 - 2015 (Spring 2015)	Continued discussions and sharing of materials and assignments will take place to ensure the progress of students in interpersonal classes. It is perhaps time to review the COR and determine if required writing and analysis would be useful for student learning.
COMM G100	cSLO 3	2013 - 2014 (Fall 2013)	Faculty identified specific strategies for teaching and demonstrating these interpersonal communication skills. All teachers reported the need for more class time for explanations, descriptions, demonstrations and roleplays.
COMM G110	cSLO 3	2014 - 2015 (Summer 2014)	Summer school class has typically attracted highly motivated, academically prepared students. The high scores on the midterms and exams are typical for this population. Quizzes on the text and careful attention in class to the use of this terminology further reinforce the need to use the vocabulary in appropriate ways. Continuation of this summer school schedule along with a rigorous classroom agenda should be planned.
COMM G110	cSLO 3	2015 - 2016 (Summer 2015)	I am content with the flow of the course as well as the materials used i.e., textbook, group workshops, videos, and evaluation forms.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
COMM G110	cSLO 3	2014 - 2015 (Spring 2015)	Continued discussions and sharing of materials and assignments will take place to ensure the progress of students in public speaking classes. It may be time to review the COR to determine if required analysis and writing assignments are appropriate.
COMM G110	cSLO 3	2013 - 2014 (Fall 2013)	The importance of discipline specific vocabulary continues to be a major concern for teachers of public speaking. This common vocabulary, across the discipline, helps students to understand how their learning can affect communication in other contexts. Care will be taken to ensure that the success indicated above is maintained and improved.
COMM G112	cSLO 3	2013 - 2014 (Fall 2013)	Within this step, explain how you are going to use the results of the assessment to enact changes in teaching, standards, and/or assessment methods. Potentially, another viable option is that students have achieved at an acceptable rate, and you will now move on to the next SLO.
COMM G112	cSLO 3	2014 - 2015 (Spring 2015)	In light of the student success rate with the assessment, I have no current plans to change instruction with regards to this particular SLO.
COMM G220	cSLO 1	2013 - 2014 (Fall 2013)	I will be reviewing my examples and lectures regarding propositions of fact, value and policy. I will be incorporating more student and instructor examples of each of these propositions during class time.
COMM G220	cSLO 3	2014 - 2015 (Fall 2014)	In order to improve teaching strategies, I have gathered exemplary examples from previous students as examples and will provide these to future students for their review. I will also go online and provide students with live examples of recent, relevant and credible examples in class.
COMM G220	cSLO 4	2014 - 2015 (Spring 2015)	I will continue to review my exam questions to ensure they reflect the concepts being tested. In addition, I will continue to better explain the stock issues during class time. I conducted an in-class assignment regarding the stock issues this semester and I believe this was helpful for my students.
COMM G220	cSLO 4	2013 - 2014 (Spring 2014)	I will be reviewing my exam questions to ensure the questions reflect the concepts being tested. In addition, I clearly need to better explain Inherency and Solvency during class time. I believe an additional assignment (perhaps an in-class group assignment) may aid in understanding as well.
COMM G225	cSLO 7	2014 - 2015 (Fall 2014)	I will continue to integrate all forms of viable end-of- semester student feedback to improve the approach and execution of the mediation activities pertinent to the SLO
COMM G255	cSLO 2	2013 - 2014 (Spring 2014)	I include a broad range of articles in the assignment packet on various US ethnic groups; I update these to keep them topical.
COMM G255	cSLO 3	2014 - 2015 (Fall 2014)	81% of students demonstrate good understanding of this SLO. A number of the students who were unable to demonstrate this are second language students, and I will continue to work with them on their understanding of course concepts, lectures and discussions. The exam study guide and the "requirement" that those using English as a second language ask at least two questions during the exam is designed to encourage these students to ask questions, particularly during the exam.
COMM G255	cSLO 3	2014 - 2015 (Spring 2015)	88% of students demonstrate good understanding of this SLO. A number of the students who were unable to demonstrate this are second language students, and I will continue to work with them on their understanding of course concepts, lectures and discussions. The exam study guide and the "requirement" that those using English as a second language ask at least two questions during the exam is designed to encourage these students to ask questions, particularly during the exam.
COMM G260	cSLO 3	2014 - 2015 (Spring 2015)	I feel as though my students met the needs of this SLO and my expectations. In future semesters, I will have them create study groups to help increase their scores even further. Overall I am pleased with the student's ability to describe communication situations using discipline specific terms.