



**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. |