

PROGRAM REVIEW – CURRICULUM PACKET
2018-2019

COMMUNICATIONS

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

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COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
COMM G100	x	x	x	x
COMM G110	x	x	x	x
COMM G112	x	x	x	x
COMM G220	x	x	x	x
COMM G225	x	x	x	x
COMM G255	x	x	x	x
COMM G260	x	x	x	x
COMM G265			x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
COMM G100	3	3 out of 3	Fully Assessed	Spring 2019
COMM G110	3	3 out of 3	Fully Assessed	Spring 2019
COMM G112	3	2 out of 3	Partially Assessed	Spring 2019
COMM G180	3	0 out of 3	No Assessment	*
COMM G220	4	3 out of 4	Partially Assessed	Spring 2019
COMM G225	8	1 out of 8	Partially Assessed	Spring 2019
COMM G255	4	1 out of 4	Partially Assessed	Spring 2019
COMM G260	3	1 out of 3	Partially Assessed	Spring 2019
COMM G265	4	0 out of 4	No Assessment	Fall 2017

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
COMM G112	cSLO 2	Research, evaluate, and present a solution to a current, relevant problem using one of the problem-solving techniques.
COMM G180	cSLO 1	Explain and evaluate the different techniques used in various mass communications.
COMM G180	cSLO 2	Measure the effectiveness of the different techniques used in various mass communications.
COMM G180	cSLO 3	Assess the impact and importance of the mass media on society.

Course Name	cSLO Name	cSLO to Assessed
COMM G220	cSLO 3	Find and use credible evidence (e.g., facts and expert testimony/opinion) to support his or her arguments.
COMM G225	cSLO 1	Analyze a conflict orally to determine the appropriateness of mediation.
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 7	Demonstrate mediation and mediator skills.
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 2	Explain the impact of his or her own culture and ethnicity on his or her communication.
COMM G255	cSLO 3	Describe how cultural viewpoints influence verbal and nonverbal communication.
COMM G260	cSLO 2	Design a conflict management strategy based on theoretical principles.
COMM G260	cSLO 3	Describe communication situations using discipline specific terms.
COMM G265	cSLO 1	Explain bases for, theories of, and processes of gender specific communication.
COMM G265	cSLO 2	Identify and discuss the external factors and influences that have shaped their own gender identity and self-awareness.
COMM G265	cSLO 3	Demonstrate an understanding of the role gender identity has on personal and professional communication.
COMM G265	cSLO 4	Evaluate the role of social and environmental factors that impact gender development and communication.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
COMM G100	cSLO 1	Fall 2015	Students in Interpersonal Communication are demonstrating a high level of success for being able to complete a three-part perception checking statement. Each faculty member achieved success in teaching the specific objective. An overall analysis of the assessment reports shows some variation in the presentation of material. Faculty generally lectured and facilitated various in-class activities to teach the information prior to assessing skills on a test or quiz. Repetition and in-class activities were necessary in preparing students for success with the SLO. Generally, students that did not successfully achieve the SLO either had attendance issues, lack of motivation, or outside concerns that interfered with their class performance. Note: Four faculty members did not submit their assessments. Thus, their data was not included in the report.
COMM G100	cSLO 2	Spring 2016	Students in Interpersonal Communication are demonstrating a high level of success for being able to describe correctly three conflict management strategies. Each faculty member achieved success in teaching the specific objective. An overall analysis of the assessment reports shows some variation in the presentation of material. Faculty generally lectured on the material prior to assessing students. However, many faculty members also found it helpful to reinforce their lectures with class activities and discussions on real-life implications of the conflict strategies. Video examples, study guides, and skits were also used to highlight and review the strategies. Note: Five faculty

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			members did not submit their assessments. Thus, their data was not included in the report.
COMM G100	cSLO 2	Fall 2016	A number of faculty found that students better succeeded in this SLO when they were asked to demonstrate their knowledge of conflict by applying it to their own personal experiences or by doing activities. Thus, it is apparent that conceptual rather than operational definitions of the conflict styles are preferred. Additionally, it is likely that activities and real-life application of the conflict management strategies (co-existing with a lecture) better suit a number of different learning styles. In regards to students who did not successfully achieve this SLO, faculty suggest that absences were a huge concern. Students who were absent for the conflict activities and lecture were generally unable to assess all three conflict management strategies. Additionally, a number of students failed to show interest in the subject or weren't paying attention to the related conversation.
COMM G100	cSLO 2	Spring 2017	Many faculty members found that having students apply the conflict management strategies to their lives and real-world examples helped them achieve success for this SLO. Several instructors mentioned having students identify their own conflict management strategies and analyzing conflict management scenarios. Other instructors discussed having their students present examples of the conflict management strategies to the class. In response to why students were not successful in achieving the SLO, faculty members suggest absences as concerning. They also mentioned student lack of preparation or asking clarifying questions could impede students achieving this SLO. In addition, instructors suggested students may not be interested in the material or lack life experience pertaining the topic.
COMM G100	cSLO 2	Fall 2017	Many faculty agreed on similar several strategies lead to success to this SLO. These include personal examples of conflict strategies, role playing/skits, answering a conflict styles survey, activities, and review game sessions. Factors that may have influenced students who did not achieve SLO include missing class, language barriers, not having the textbook, not being able to apply the information to their own lives, and reading the questions too fast. These were the most reported amongst faculty.
COMM G100	cSLO 2	Spring 2018	The students are achieving this SLO at an acceptable rate, but there is always room for improvement. For students who did achieve the SLO, instructors seemed to agree that when students come to class, apply the content to their own lives, read the book, create skits, and take a conflict management survey, they tend to perform better. Instructors listed several possible reasons for students not reaching the SLO which included students being unprepared, not paying attention, being nonnative English speakers, not being present in class, lack of participation, and poor study habits.
COMM G100	cSLO 2	Summer 2017	Many faculty believed taking the time to cover the conflict styles survey in class, putting students into real life scenarios, other class activities, reviewing material before the exam, and assigning homework that relates to the concepts of students' personal relationships helped students achieve this SLO. Factors why students might not have achieved this SLO include lack of personal experience with conflict, and not well prepared in class (including study, reading, and writing skills). It is also noted that summer school session might not have allowed enough time for students to understand and review material.
COMM G100	cSLO 3	Summer 2015	Ten – five question Check for Understandings (quizzes) were given. These Check for Understandings consisted of multiple choice, true/false, fill-in the blank

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			questions. These exact questions were also used on the Midterm and Final Exam.
COMM G110	cSLO 1	Fall 2015	Out of all these sections, 335 are enrolled and 299 were assessed. For audience analysis 224 received an A, 57 received a B, 40 received a C, 8 received a D and 2 received an E. For organizational structure, 186 received an A, 93 received a B, 34 received a C, 12 received a D, 6 received an E. For verbal delivery skills, 165 received an A, 106 received a B, 46 received a C, 13 received a D, and 1 received an E. For nonverbal delivery skills, 140 received an A, 116 received a B, 62 received a C, 21 received a D, and 2 received an E.
COMM G110	cSLO 2	Spring 2016	Out of all these sections, 481 are enrolled and 435 were assessed. For credibility of source 169 received an A, 129 received a B, 75 received a C, 17 received a D and 45 received an E.
COMM G110	cSLO 2	Fall 2016	Data Evaluation Out of all these sections, 402 are enrolled and 364 were assessed. Out of the 364 students who were assessed, 335 successfully exhibited the student learning outcome. Therefore, about 92% of students are able to select and evaluate research in order to support their ideas. The percentage is high and shows faculty commitment to incorporating SLO #2 into their assignments and lectures.
COMM G110	cSLO 2	Spring 2017	# of students who were assessed: 366 # of students who satisfactorily completed the assessment: 342 Describe and analyze the data from Step 3 (above). Out of all these sections, 372 are enrolled and 366 were assessed. For credibility of source 121 received an A, 144 received a B, 72 received a C, 17 received a D and 11 received an E. For appropriateness of source 137 received an A, 125 received a B, 79 received a C, 12 received a D and 10 received an E. For use of evidence to support main points 138 received an A, 134 received a B, 69 received a C, 14 received a D and 11 received an E.
COMM G110	cSLO 2	Fall 2017	Number (#) of students who were assessed 349 # of students who satisfactorily completed the assessment 297 The overall satisfactory rate is 85% 136 students scored an A for source credibility, 102 scored a B, 58 scored a C, 5 scored a D, 24 scored an E or were not scored. 154 students scored an A for relevance of Source, 99 scored a B, 60 scored a C, 23 scored a D, and 17 scored an E 166 students scored an A for their use of evidence to support their main points 102 scored a B, 55 scored a C 15 scored a D, and 11 scored an E
COMM G110	cSLO 2	Spring 2018	As a department, the success rate for meeting the SLO is at 89% as a whole. This is an acceptable percentage of success and is an improvement from last semester in which many of the instructors incorporated research workshops either in class or with library orientations. There are also individual elements within the assessment that resulted in the following: Source Credibility: 166 students went above and beyond the standard for this element. 158 students met the standard for this element. 50 students did not meet the standard for this element. The relevance of Source: 174 students went above and beyond the standard for this element. 174 students met the standard for this element. 40 students did not meet the standard for this element. Use of evidence to support main points: 182 students went above and beyond the standard for this element. 150 students met the standard for this element. 48 students did not meet the standard for this element.
COMM G110	cSLO 3	Summer 2015	A short session class aides in energy, effort, and retention of information. All students did very well and the two that did not pass had health/personal issues outside of the classroom.
COMM G112	cSLO 1	Fall 2015	All but one student (who ended up not being able to make it to the presentation due to work obligations) demonstrated mastery in both presentation formats.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
COMM G112	cSLO 1	Spring 2016	Majority of the students did an excellent job utilizing the group communication formats. Most groups received an A or B on their presentations. They followed the guidelines very well and took diligent notes in class to help them complete three successful presentations.
COMM G112	cSLO 3	Spring 2016	Students masterfully utilized discipline-specific and course-specific terms (e.g., groupthink, creative problem-solving and conflict styles etc.) to describe communication situations pertinent to a small group dynamics student.
COMM G220	cSLO 1	Spring 2016	All students completed the worksheet satisfactorily. On the midterm exam, 27 students scored an aggregated 75% or greater on the two relevant questions. Of the three students, two students failed to provide at least two valid examples of each proposition type and/or did not correctly categorize two or more of the propositions provided to them. The third student did not appear to know the meaning of fact/value/policy and wrote a nonresponsive answer. On the whole, the class performed acceptably. The 90% success rate indicates that the large majority of students understood the SLO subject in sufficient detail to think critically about the subject and formulate a higher-order response based on recall rather than recognition.
COMM G220	cSLO 1	Spring 2018	The 2 questions that addressed propositions of policy were accurately answered by 86% of students. The 2 questions that addressed propositions of fact were accurately answered by 92% of students. The question that assessed propositions of value was accurately answered by 96% of students. The general question regarding propositions as a whole was accurately answered by 95% of students
COMM G220	cSLO 2	Spring 2016	First, the number of students who did complete the assignment was disappointing. I will be communicating the importance of this assignment to my students more rigorously in the future. Of the 55 students that completed the assignment, the mean score for this assignment was 8.7 / 10 (high "B").
COMM G220	cSLO 4	Fall 2015	83 students completed the multiple choice, true/false exam. Two questions addressed Solvency and 90% of students accurately answered these questions. Regarding Significance, 87% answered correctly. The questions addressing Harms was accurately answered by 94% of students. 80% of students accurately answered the questions regarding Topicality. The Stock Issues are central to formal argumentation. The Affirmative team has the burden to prove the Stock Issues in policy debate. I believe my students have a good understanding of the Stock Issues. A slightly lower percentage of the students accurately understood Topicality however, we had made improvements from the previous semester. The students made significant improvements in terms of their understanding of the Stock Issues from the previous semester.
COMM G225	cSLO 2	Fall 2015	All students demonstrated mastery of this SLO by including a sufficient amount of strategies for mitigating ethical concerns in a conflict situation.
COMM G255	cSLO 4	Spring 2016	Of the 55 students assessed, one received an F due to the paper being late, and another received an F due to inadequate preparation. (An additional four students did not submit the assignment.)
COMM G260	cSLO 1	Spring 2016	I would say that overall, my students did fairly well studying for the midterm and final exams. I gave them the knowledge to achieve this SLO through class lectures, oral presentations, as well as their textbook. Overall the midterm and final exam grades were satisfactory.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
COMM G100	cSLO 1	Fall 2015	Because many faculty members found in-class activities helpful in teaching concepts, the sharing of materials, assignments, and activities will take place to ensure continued student progress in interpersonal classes.
COMM G100	cSLO 2	Spring 2016	Many faculty members mentioned lack of attendance, not reading the text, and poor participation as the contributing factors to students who were not successful in their descriptions of conflict management strategies. Thus, instructors might consider reviewing the material on multiple occasions rather than in one class period, putting PowerPoint or lecture materials on Blackboard for students who cannot attend class, and using a variety of methods to present the material (lectures, videos, skits, real life examples, etc.) in order to maintain student interest and increase participation.
COMM G100	cSLO 2	Fall 2016	In the future, faculty should continue to engage all students by appealing to several different learning styles rather than a single one. They might choose to teach and to assess the conflict management strategies the same day so that absences are not a factor. This could allow the faculty to determine whether or not the students who are being taught the material are comprehending the material. Additionally, lecture materials could be uploaded online so that absent students may still access the material.
COMM G100	cSLO 2	Spring 2017	In order to achieve success for this SLO, faculty members mentioned offering more examples of conflict management strategies. Instructors thought it could be helpful for students to solve real-world conflict situations and to have students create skits depicting the different conflict management strategies. Hopefully, this will help students understand the value of effective conflict management.
COMM G100	cSLO 2	Fall 2017	Faculty suggested some positive ideas for the future. These suggestions include having students come up with more examples, incorporating more activities, and covering the material over more than one class session. A few faculty members also mentioned collaborating with colleagues to see which strategies other instructors use in their classrooms. Sharing teaching strategies could help more students achieve this SLO since students learn in their own ways. Another suggestion was to incorporate a uniform Canvas quiz for all students to take. This may lead to a more accurate measurement. Working together as a team could lead to increased understanding of this SLO for our students.
COMM G100	cSLO 2	Spring 2018	Faculty suggested a few ideas for improvement. First, instructors should continue to use application of conflict as well as conflict role playing. Second, we should have students put the definitions in their own words/terms so they can better understand each conflict style. Finally, we should dedicate more time encouraging students to read the class material and ask questions in class.
COMM G100	cSLO 2	Summer 2017	For the future, instructors listed a few suggestions to increase the SLO achievement. These included access to the Thomas-Killman survey, reviewing material earlier on in the semester to incorporate more discussion throughout, and being more directive with students in covering this material
COMM G100	cSLO 3	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 G110	cSLO 1	Fall 2015	This assessment suggests that students are successfully constructing and presenting a speech that demonstrates audience analysis, appropriate organizational structure, and verbal and nonverbal delivery skills. The majority of students assessed received an A for each element. Instructors note that two areas of improvement are organizational structure and non-verbal delivery and plan on incorporating more activities during lectures to reinforce these concepts. In addition, since more students received an A for each element, instructors may want to revisit what they consider to be outstanding, good, average and below average work.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
COMM G110	cSLO 2	Spring 2016	This assessment suggests that students are successfully constructing and presenting a speech that demonstrates students' ability to select and evaluate research for an original speech. The majority of students assessed received an A for the assessment. However, instructors note that they will spend more time reviewing credible sources, collect their reference page ahead of time to evaluate sources before students use them in their speeches and may also evaluate other speech assignments to ensure consistency between informative and persuasive speaking.
COMM G110	cSLO 2	Fall 2016	Although 92% of students could successfully exhibit SLO #2 with a C or higher evaluation, faculty have reflected on how to improve student learning. Faculty who have seen great success state, "I will continue to offer meaningful activities to develop and practice the research process." Perhaps we can begin to identify what specific activities lead to students' success and share those resources with the entire department. One area of opportunity could be to work with the ESL or EOPS offices to help underperforming students and help our retention rates with these specific student populations. An example might be to have students work with these on campus resources for extra credit to help them during the semester. One faculty explains, "This semester, I added outline workshops where other students edited peer outlines prior to submitting them. While the speeches and outlines generally improved, the students who did not "succeed" in this SLO generally did not attend the workshop. Providing more incentive (perhaps making the workshop worth more points) will likely improve the attendance rate and subsequently student success in meeting this SLO." Clearly, students being present helps, but also we are learning that interactive peer activities where students get a chance to apply the skills we talk about during lecture is most helpful to improve student learning. Last, as students become more exposed to questionable media sources via social media and faux news websites, faculty may consider how we can incorporate new media into conversations about research and fact checking. These skills are not only important to course curriculum, program learning objectives, and institutional success, but also to students' roles as active participants in our democracy.
COMM G110	cSLO 2	Spring 2017	This assessment suggests that students are successfully constructing and presenting a speech that demonstrates students' ability to select and evaluate research for an original speech. The majority of students assessed received an A for the assessment. However, instructors note that they will spend more time reviewing credible sources, collect their reference page ahead of time to evaluate sources before students use them in their speeches and may also evaluate other speech assignments to ensure consistency between informative and persuasive speaking. In addition, most instructors state that a library workshop day will be beneficial to help students successfully exhibit this student learning outcome. The department may consider working with the library to provide resources for faculty who want to take their students to the library and request a librarian guest lecture workshop.
COMM G110	cSLO 2	Fall 2017	This assessment suggests that students are successfully constructing and presenting a speech that demonstrates students' ability to select and evaluate research for an original speech at a rate of 85%. The majority of students assessed received an A for their assessment and instructors have noted some will continue library orientation as well as suggest this activity to fellow instructors. In addition, most instructors state that they will spend more time on how to use the sources in the speech through in-class activities as well as small/minor assignments as well as recommend writing workshops for students.
COMM G110	cSLO 2	Spring 2018	Although 89% of the students assessed met the SLO/standard, instructors have made plans to improve the results. The plans include: Detailed lessons on source integration. Continue and perhaps move Library Orientation to closer speech due

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			dates next semester. Incorporate more assignments and trips to the library with students to learn more about literacy. Changing the date of the library orientation and moving the chapters so that the credible evidence is covered before the primary speeches. Workshops on research and media literacy. In addition to the library tour already built into my course, lectures on quantifying research.
COMM G110	cSLO 3	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.
COMM G112	cSLO 1	Fall 2015	I will continue to refine the presentation formats and expectations to encourage growth in the course content.
COMM G112	cSLO 1	Spring 2016	They received detailed rubrics and feedback from myself to help them excel on their next presentations. The groups/class also debriefed after each major presentation. I also had them review each project and received feedback from them on each group communication format.
COMM G112	cSLO 3	Spring 2016	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	Spring 2016	No significant changes to the instruction or assessment of this specific SLO are warranted based on the results described above. In particular, students appear to benefit from weekly practice debates in which they are asked to identify the proposition type in addition to formulating arguments; these exercises allow students to constantly practice the SLO. One observation I made while assessing the essay question is students were less proficient at analyzing key terms in each proposition (e.g., distinguishing equivocal, ambiguous, technical, and new/coined terms). Thus, with respect to the SLO "Describe communication situations using discipline specific terms," I will attempt to improve future learning by requiring students to define and categorize major proposition terms in practice debates.
COMM G220	cSLO 1	Spring 2018	While I am satisfied with the results regarding the identification and understanding of the three types of propositions this semester, I do believe I need to focus more on understanding propositions of policy, which are typically the most difficult for students to grasp. In class discussions, examples and group work regarding these propositions may increase student understanding.
COMM G220	cSLO 2	Spring 2016	As referenced above, I will be addressing the importance of completing the assignment. I am impressed with the outcome of the scores on this assignment. Improvement is always necessary, especially with completion of the assignment.
COMM G220	cSLO 4	Fall 2015	I have incorporated additional in-class discussions to address the Stock Issues in my classes. I schedule optional phone appointments to discuss their concerns regarding the Stock Issues and policy debates. Many students opt for the phone appointment with me. In many of these phone conversations, I am discussing the Stock Issues one-on-one with my students. I believe this is helpful to them.
COMM G225	cSLO 2	Fall 2015	I will continue to refine the questions for assessment to encourage growth each semester.
COMM G255	cSLO 4	Spring 2016	As 96% of the students who completed the assignment received a C or better, I consider this to be an effective assignment. I plan to assign this paper again to assist students in developing an understanding of the difference between race and culture/ethnicity
COMM G260	cSLO 1	Spring 2016	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 compare and contrast theories of organizational communication.