

SLOs Map
Relationship between assessed course level SLOs and Program Level SLOs.

Course	Course name	Program SLO				
		1	2	3	4	Status
Comm. 201A	Public Address	2	1, 4	4	-	A B C
Comm. 210	Small Group Discussion	7	1,2,3,4, 6, 8	7	-	A B C
Comm. 215	Argumentation and Debate	-	1, 2, 3, 4	6	5	A B C
Comm. 212	Intercultural Communication	1	2, 4, 3	1	2	A B C
Comm 230	Interpersonal Communication	2	3	3	2	A
Comm 280	Intro. to Comm. Studies	-	2	-	2, 3	A

Key: A (SLOs exist for course) B (SLOs is assessed in course) C (course assessment report completed)

Program Assessment Calendar : Degree pending approval at Chancellor's office. Assessment began Spring of 2012

CYCLE STAGE	Spr 2012	Fall 2012 215	Spr 2013 210	Fall 2013 212	Spr 2014 201a	Fall 2014 Break?
SLO Assessment	#1	4	All	All	All	All
Analyze Results & Plan Improvements		4	All	All	All	All
Plan Implementation		4	All	All	All	All
Post-Implementation SLO Assessment		4	All	All	All	All

CYCLE STAGE	Spr 2015	Fall 2015 215	Spr 2016 210	Fall 2016 212	Spr 2017 201a	Fall 2017 230	Spring 2018 280
SLO Assessment	#1	4	All	All	All	All	
Analyze Results & Plan Improvements		4	All	All	All	All	
Plan Implementation		4	All	All	All	All	
Post-Implementation SLO Assessment		4	All	All	All	All	

Course or Program Assessment Summary

http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Languages & Communication Program: Comm. Studies

Date: April 27, 2014 v. 3 2012

Courses in program, or course: _Comm. Studies

201A_____

Faculty involved with the assessment and analysis:

Course-to-program outcome mapping document** is completed Yes_____ No X_____

1	Student Learning Outcome Statements <input type="checkbox"/> Program <input checked="" type="checkbox"/> Course	<p>1. Students will organize a speech for a specific speech purpose.</p> <p>2. Students will outline a public message for a specific speech purpose.</p> <p>3. Students will use oral public speaking skills to deliver a timed message appropriate to the speech purpose.</p> <p>4. Students will provide supporting evidence specific to and appropriate for the speech purpose.</p> <p>5. Students will create and distinguish speeches for different purposes, including speeches to inform and persuade.</p>
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	The assessment instrument used were midterm exam questions
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	1 course was assessed that was taught by one of the full-time Comm. Studies instructors at the end of the Spring 2014 semester. 17 students were assessed over the course of 1 exam.
4	Assessment Results Summary (summarize Data)	<p>1. 100% of the students answered the questions correctly that were connected to SLO 1</p> <p>2. 77.78% of the students answered the questions correctly that were connected to SLO 2</p> <p>3. 66.67% of the students answered the questions correctly that were connected to SLO 3</p> <p>4. 77.78% of the students answered the questions correctly that were connected to SLO 4</p> <p>5. 83.33 % of the students answered the questions correctly that were connected to SLO 5</p> <p>The lowest mean score was 66.67% for the SLO: Students will use oral public speaking skills to deliver a timed message appropriate to the speech purpose.</p> <p>The highest mean score of 100% for the SLO: Students will organize a speech for a specific speech purpose.</p> <p>The low score of SLO 3 is not surprising because delivery skills are some of the last skills to develop in the course and some of the hardest to master.</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	<p>Results were discussed at a meeting of the full-time Comm. Studies faculty held 8/27/2014.</p> <p>The faculty thought the results were satisfactory. All but one of the SLOs had average or better results. SLO 3 had the lowest results (66.67%) but we discussed that result was more due to assessment methodology rather than students ability to use "oral public speaking skills to deliver a timed message appropriate to the speech purpose".</p>
6	Recommended Changes & Plans for Implementation of Improvements	We discussed a possible additional learning outcome or the amending of a current outcome to include assessment of listening skills or the ability to identify different types of listening. We also discussed ways to use the speech grading rubrics to assess SLOs rather than exams.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	We met and discussed the SLOs after our opening day division meeting as well as through virtual email meetings.

**Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>