

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, 2012

v. 3 2012

Courses in program, or course: _Comm. Studies 210_____

Faculty involved with the assessment and analysis:

Course-to-program outcome mapping document** is completed Yes_____ No__X__

1	Student Learning Outcome Statements ☐ Program ☒ Course	1. Students will use problem solving methods to create solutions to group problems. 2. Students will identify and employ effective conflict management strategies. 3. Students will describe how to successfully lead, follow, and motivate diverse group members. 4. Students will explain how to organize and conduct productive group meetings. 5. Students will design and deliver effective team presentations. 6. Students will identify appropriate group communication techniques for specific group situations. 7. Students will use and describe effective listening skills. 8. Students will understand how the constructive use of technology facilitates successful group communication.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	The assessment instrument used was a student self-reported survey that includes a 5 point likert scale for each outcome statement. Statements begin with "I am able to....." Response options include Not at All, Slightly, Somewhat, Fairly Well, and Very Well.
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 2011 semester. 13 students responded to the outcome survey. The office of Institutional Research analyzed the results and sent them to the instructor.
4	Assessment Results Summary (summarize Data)	Means for each outcome ranged from 3.77 to 4.17 (out of a possible 5.0). For 4 of the 8 outcomes, 85% of the students believed they had achieved the particular outcome fairly well or very well. 3 of the outcomes indicate that 62-69% of students believed they had achieved the particular outcome fairly well or very well, and for 1 of the outcomes, only 54% believed they had achieved the particular outcome fairly well or very well with 46% selecting the "somewhat" response. The outcomes with the lowest means (3.77 each) were outcomes #4 and 6, the ability to explain how to organize and conduct productive group meetings and the ability to identify appropriate group communication techniques for specific group situations. The outcome with the highest means were outcomes number 7 (students will use and describe effective listening skills and 8 (students will understand how the constructive use of technology facilitates successful group communication).

5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Results were discussed at a meeting of the full-time Comm. Studies faculty held Friday, April 27th 2012. Results of outcome #4 and 6 (the ability to explain how to organize and conduct productive group meetings and the ability to identify appropriate group communication techniques for specific group situations) indicate that further investigation regarding how these skills are taught may be warranted, but with only one class assessed, it is difficult to know if this is an issue with 210 courses overall or one confined to only that class. Assessment of more than one 210 course is needed. In addition, since results for outcomes #3-5 (students will describe how to successfully lead, follow, and motivate diverse group members; students will explain how to organize and conduct productive group meetings, and students will design and deliver effective team presentations) are not as strong as we would like to see, assessment of more than one course with a small number of students is needed. Results regarding outcomes #1, 2, 7, & 8 (Students will use problem solving methods to create solutions to group problems; students will identify and employ effective conflict management strategies; students will use and describe effective listening skills, and students will understand how the constructive use of technology facilitates successful group communication) indicate that a large % of students are confident that they are achieving the these 210 learning outcomes. Again, assessment of more than one course is needed in order to determine if that is true of many 210 students or is particular to the one class that was assessed. Faculty also discussed changing the type of assessment. See #6 below.
6	Recommended Changes & Plans for Implementation of Improvements	Full-time Communication Studies faculty has decided to assess more than one course of the same type at a time if possible for future assessment. We have also decided to use a direct method of assessment.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	As reported in #5 above, faculty met to discuss SLO assessment on April 27 th , 2012. Results of the 210 assessment conducted in the Spring of 2011 were discussed. Dialog also focused on the need to assess more than one class if possible and the desire to implement a more direct type of assessment. We are exploring direct assessment methods for the Comm. 210 course and will include the chosen method(s) in our next Assessment plan.

**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>

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Division: **Lang Com** Program: **Communication Studies** Date: **04/15/2013**

v. 3 2012 Courses in program, or course: Argument and Debate, Comm 215

Faculty involved with the assessment and analysis:

Course-to-program outcome mapping document** is completed Yes _____ No ☒ x _____

1	Student Learning Outcome Statements Program X Course	1. Recognize logical fallacies 2. Identify Inductive and deductive reasoning 3. Apply stock issues in creating and refuting a case for prima facie policy debate 4. Employ various argumentation models in the construction and evaluation of arguments for specific audiences
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Questions on Mid-Term exam
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	24 students, 04/15/2013, only one section of Comm 215 is offered so only one set of data was collected
4	Assessment Results Summary (summarize Data)	10 questions on the midterm as well as examination of argument assignments and the final exam were utilized to measure the Course SLO #1 (Recognize logical fallacies), 2 (Identify Inductive and deductive reasoning), 3 (Apply stock issues in creating and refuting a case for prima facie policy debate), & 4 (Employ various argumentation models in the construction and evaluation of arguments for specific audiences) and Program Objective # 2 (Apply communication theory to evaluation communication approaches). The aggregate data for each SLO is presented here: 1. Recognize logical fallacies - 90% 2. Identify Inductive and deductive reasoning - 82% 3. Apply stock issues in creating and refuting a case for prima facie policy debate – 83% 4. Employ various argumentation models in the construction and evaluation of arguments for specific audiences - 84%
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	No previous improvement plan in place. First time to assess the outcome. Procedure was discussed and deemed appropriate. The assessment fully captured students understanding of argument process in society.

6	Recommended Changes & Plans for Implementation of Improvements	Taken together the mean SLO score is nearly 85% which is high considering that 24 students participated and numerous midterm and final exam questions and assignment observations were utilized to collect the SLO data. At this time the recommendation is to continue to refine assessment methodology. In the coming terms one more section of COMM 215 will be added. It will be interesting to compare the data accross numerous sections and instructors.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	On May 5th the Communication Studies faculty met in the 6200 building to discuss the assessment results, procedures, conclusions, and further assessment plans.

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Course or Program Assessment Summary http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_20112.docx

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Division: **Lang Com** Program: **Communication Studies** Date: v. 3 2012 Courses in program, or course: Argument and Debate, Comm 215

Faculty involved with the assessment and analysis:

Course-to-program outcome mapping document** is completed Yes _____ No X

1	Student Learning Outcome Statements • Program • X Course	Students will illustrate sensitivity to and understanding of other cultural contexts
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Forum post and Intercultural Communication paper assignment.
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	16 student samples of Forum Post 4 and Intercultural Communication paper assignment we collected. Only one section of Comm 212 is offered so two sets of data were collected.

4	Assessment Results Summary (summarize Data)	1) Forum Post 4 is a prelude to the paper assignment and is meant to assess student knowledge before paper submission. The forum asks students to: • Post a discussion about the intercultural element you chose to study about your country (individualism/collectivism, polychronic/monochronic, verbal/nonverbal, etc.). • Identify which element your country exhibits and provide 3 examples that illustrate your findings. • Finally, compare or contrast those examples to that of the US. 80% of students were successfully able to respond appropriately. Others were given guidance for the final assessment. 2) The Intercultural Communication paper assignment is a final assessment of student understanding, An increase in average student scores to 86% suggests that students increased knowledge and retention. 3) 1 course was assessed that was taught by one of the full-time Comm. Studies instructors at mid- semester of 2012. 16 students responded to both the forum and paper assignment. The instructor, in conjunction with other full-time Comm Studies faculty reviewed and assessed the results. From this data the Communication Faculty can state that a large majority of the students in Comm 212 understand the cultural elements of other countries, as well as the sensitivity to other cultures.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The full-time faculty agreed that the results of the assessment using two “assignments” were efficient for measuring student the above student SLO. It was also determined that no plan for revision regarding SLO assessment was necessary for this task. As a result, no plan for improvement exists.
6	Recommended Changes & Plans for Implementation of Improvements	
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	On 11/8/2012 Communication Studies full-time faculty met and dialogued about assessment, SLOs, and future assessment.

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Course or Program Assessment Summary

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

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Division: **Languages & Communication** Program: **Comm. Studies**

Date: **April 27, 2012**

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 ☐ Program ☒ Course	1. Students will organize a speech for a specific speech purpose. 2. Students will outline a public message for a specific speech purpose. 3. Students will use oral public speaking skills to deliver a timed message appropriate to the speech purpose. 4. Students will provide supporting evidence specific to and appropriate for the speech purpose. 5. Students will create and distinguish speeches for different purposes, including speeches to inform and persuade.
2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	The assessment instrument used was a student self-reported survey that includes a 5 point likert scale for each outcome statement. Statements begin with "I am able to....." Response options include Not at All, Slightly, Somewhat, Fairly Well, and Very Well.
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 2011 semester. 16 students responded to the outcome survey. The office of Institutional Research analyzed the results and sent them to the instructor.
4	Assessment Results Summary (summarize Data)	Means for each outcome ranged from 3.75 to 4.19 (out of a possible 5.0). For all outcomes except for one, 75% or more of the students believed they had achieved the particular outcome fairly well or very well. The outcome with the lowest mean was the ability to provide supporting evidence specific to and appropriate for the speech purpose. 63% of the students reported they were able to do that fairly well or very well, while 31% believed they were somewhat able to achieve the outcome; 6% (one student) selected the "slightly" option. The outcome with the highest mean is outcome number 5: Students will create and distinguish speeches for different purposes, including speeches to inform and persuade.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous	Results were discussed at a meeting of the full-time Comm. Studies faculty held Friday, April 27 th 2012. Results of outcome #4 (Students will provide supporting evidence specific to and appropriate for the speech

	Improvement Plans	purpose) indicate that further investigation regarding how use of evidence is taught may be warranted, but with only one class assessed, it is difficult to know if this is an issue with 201A courses overall or one confined to only that class. Assessment of more than one 201A course is needed. Results regarding the remaining outcomes indicate that a large % of students are confident that they are achieving the 201A learning outcomes. Again, assessment of more than one course is needed in order to determine if that is true of many 201A students or is particular to the one class that was assessed. Faculty also discussed changing the type of assessment. See #6 below.
6	Recommended Changes & Plans for Implementation of Improvements	Full-time Communication Studies faculty have decided to assess more than one course of the same type at a time if possible for future assessment. We have also decided to use a direct method of assessment.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	As reported in #5 above, faculty met to discuss SLO assessment on April 27 th , 2012. Results of the 201A assessment conducted in the Spring of 2011 were discussed. Dialog also focused on the need to assess more than one class if possible and the desire to implement a more direct type of assessment. We are exploring direct assessment methods for the Comm. 201A course and will include the chosen method(s) in our next Assessment plan.

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