

Assessment: Course Four Column

FALL 2015



El Camino: Course SLOs (FA) - Communication Studies

ECC: COMS 1:Public Speaking

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #2 Exhibit Basic Competency in Verbal and Non-verbal Delivery Skills - Exhibit basic competency in both verbal and non-verbal delivery skills. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 05/15/2014	Performance - Instrument Attached – Given to faculty teaching (12 total) teaching COMS-1 in Fall 2015. 120 students were assessed. Standard and Target for Success: It is expected that 65% of students will score “Above Average” in each of the categories stipulated by the SLO rubric. Related Documents: SLO 2 Rubric.pdf	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Results attached. Standard was met. Students scored higher on “Variety in Vocal Pitch & Rate” and “Sufficient Volume & Articulation”, but scored lower overall in “Sustained Eye Contact” and “Effective Gestures & Physical Control”. (02/05/2016) Faculty Assessment Leader: Jason Davidson Faculty Contributing to Assessment: Gary Robertson, Katie Barone, Joseph Evans, Kelly Janke, Anthony Cuomo, Julia Matthews, Larry Leach, Lucretia Wright, Helene Wagner, Katrina Taylor, Minodora Moldoveanu, Elyse Peterson, Fariba Sadeghi-Tabrizi, Daryle Nagano Related Documents: SLO2study.pdf	Action: COMS-1 instructors should consider meeting to discuss assignments which stress the credibility of sources and effective use of visual aids. (08/22/2016) Action Category: Teaching Strategies

ECC: COMS 11:Organizational Communications

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Demonstrate Leadership Techniques - Upon completion of the course, students should be able to demonstrate leadership techniques and group processes applicable to organizational contexts.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 12/04/2013</p>	<p>Presentation/Skill Demonstration - 24 Students were assessed. Students worked as dyad teams and presented a strenghts, weaknesses, opportunities, and threats (SWOT) analysis comparing 2 similar organizations.</p> <p>Standard and Target for Success: It is expected that 80% of students will score 80% or above.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>4 students scored 100% 2 students scored 90% 3 students scored 85% 2 students scored 80% 2 students scored 75% 5 students scored 70% 2 students scored 65% 1 student scored 60% 3 students scored below 60%</p> <p>Based on the standard and target set for this SLO, 11 students (45%) met the standard and target and 13 students (55%) did not meet the standard and target.</p> <p>Data analysis indicates students strengths were in delivery and presentation while comparing and contrasting the two organizations.</p> <p>Data analysis indicates students weaknesses were in knowledge of leadership theories – specifically in terms of depth</p> <p>(11/19/2015)</p> <p>Faculty Assessment Leader: Chris Wells</p> <p>Related Documents:</p> <p>Copy of COMS 11 SLO 2 RUBRIC.xlsx</p> <p>COMS 11 SLO 2 TracDat Template.docx</p>	<p>Action: Lecture more on organizational theories (05/02/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: COMS 3:Small Group Communication

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Audience-based Group Projects - Upon completion of the course, students should be able to prepare and participate in delivery of audience-based group projects that include credible research, logical organization, supplemental visual aid/s, and a citation page.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 12/02/2013</p>	<p>Presentation/Skill Demonstration - All, but one, COMS 3 courses were assessed. Faculty graded students' group-presentations using a standard rubric.</p> <p>Standard and Target for Success: It is expected that 80% of students will score 80 or higher on this assessment.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>199 students in multiple courses that related to this SLO were assessed.</p> <p>Students' strengths - Data analyses show that all students in all classes either met or exceeded departmental standards and goals (ratings of 4 = Excellent) for preparing an audience-based presentation and were able to find and effectively use credible research, as well as, logically organize their material.</p> <p>Students weaknesses – although students scored Above Average (rating 3 = Above Average) for creating and effectively using visual aids and effectively preparing a citation page in APA format, there is room for improvement in these areas.</p> <p>(12/01/2015)</p> <p>Faculty Assessment Leader: Rosemary Swade</p> <p>Faculty Contributing to Assessment: All part- and full-time faculty teaching the course</p> <p>Related Documents:</p> <p>COMS 3 SLO #2 RESULTS.docx</p> <p>COMS 3 SLO #2 STANDARD RUBRIC.docx</p> <p>TracDat COMS 3 SLO #2 Template_FORM.doc</p>	<p>Action: It is recommended that all instructors lecture APA as a way to introduce it to students as it will be useful for them to become proficient in APA as their academic career continues. It is recommended that this is discussed at a COMS department meeting and if the department agrees we need to share this with our part time instructors. (04/04/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Also suggested is that instructors lecture and show examples of appropriate power point slide etiquette and usage. (04/04/2016)</p> <p>Action Category: Teaching Strategies</p>

ECC: COMS 4:Argumentation and Debate

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Basic Ability to Argue Logically - Upon completion of the course, students should be able to demonstrate basic ability to argue logically using sound reasoning and credible evidence that support and defend claims.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 12/02/2013</p>	<p>Performance - Students argued in team debate formats. Each student was evaluated based on delivery, logic/reasoning, organization, and refutation.</p> <p>Standard and Target for Success: It is expected that 70% of students will complete the exercise with a score of 70% or above.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>60 students were evaluated at the completion of the Fall Semester of 2015. Students were provided a partner, a topic, and were obligated to research both sides of that topic. The day of the assessment, students presented either the affirmative or negative side of the topic in a debate. Scores revealed that 48 out of 60 students received a score of 70% or better-or 80 percent of the 60 students received a score of 70 percent or better. The analysis of the data reveals that we are meeting the goal, but could continue to improve to reach those students who have not met the goal. (01/29/2016)</p> <p>Faculty Assessment Leader: Mark Crossman</p>	<p>Action: Add course prerequisite to Comms 4 to increase student readiness to take the course. Eligibility for English 1A has been suggested by the department in the past. (01/29/2017)</p> <p>Action Category: Curriculum Changes</p>

ECC: COMS 8:Oral Interpretation of Literature

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Prepare and Deliver Performances - Upon completion of the course, students will be able to prepare and deliver performances that clear organization, and audience adaptation.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 02/06/2014</p>	<p>Performance - In their final monologue 28 students performed their choice of prose, poetry, or drama. The monologue was evaluated, in part, on the criteria of organization and audience adaptation. Using a 25 point scale, student mastery of organization and audience adaptation was assessed.</p> <p>Standard and Target for Success: It was expected that 75% percent of student would receive a score of 20 or higher. In other words, 75% of students would achieve a grade of B or higher on the assessment.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>23 students achieved a score of 20 or higher. Therefore, 85% percent of students completed the assessment with a B or higher. The data reveals that the vast majority of students in Communication Studies 8 are meeting or exceeding the standard expected for this SLO.</p> <p>(01/31/2016)</p> <p>Faculty Assessment Leader: Diana Crossman</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Data analysis revealed that 80% percent of students achieved 75% or higher on the assessment. This standard exceeds the expected outcome and suggests that students are competent on the second slo standard for the course.</p> <p>(12/07/2015)</p> <p>Faculty Assessment Leader: Diana Crossman</p>	<p>Action: While 80 percent of students did meet the standard for slo 2, 20 percent of students did not. As a consequence, I would recommend that the department provide more opportunities to help remediate lesser achieving students. There has been discussion about the development of a tutorial lab for the comm department. I would support the development of this lab.</p> <p>(01/31/2016)</p> <p>Action Category: Program/College Support</p>