# Assessment: Course Four Column

*SPRING / SUMMER 2016*

## El Camino: Course SLOs (FA) - Communication Studies

## ECC: COMS 12:Interpersonal Communication

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| **SLO #1 Explaining Factors That Affect Communication -** Upon completion of the course, students will be able to identify and differentiate interpersonal communication concepts including perception, self-concept, emotions, and theories of interpersonal communication.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2013-14 (Spring 2014)<br>**Input Date:** 02/06/2014 | **Exam/Test/Quiz -** Students took a 50 question multiple choice and true or false exam. There were four elements tested:<br>self-concept, perception, emotions and theories in interpersonal communication.<br><br>**Standard and Target for Success:**<br>The target for success for this assessment was that 80% of the students would score 80% or above.<br>A score of 50-59% is considered Below Fair<br>A score of 60-69% is considered Fair<br>A score of 70-79% is considered Good<br>A score of 80-89% is considered Excellent<br>A score of 90-100% is considered Exceptional<br>It is expected that 80% of students will score 80% or above on this SLO which is considered an Excellent understanding of the four elements | | |

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| | tested in interpersonal communication. | | |
| **SLO #2 Evaluating the Nature of Language and Non-Verbal Messages** - Upon completion of the course, students will be able to create a well-organized outline and present the content of an interpersonal communication topic demonstrating basic verbal and non-verbal competency.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Spring 2015)<br>**Input Date:** 02/06/2014 | **Presentation/Skill Demonstration -** 94 students (from 4 of the 8 classes, 50% of COMS 12 classes taught in Spring 2015) were assessed for this SLO. Students presented course related material and were assessed on their verbal and nonverbal delivery skills and their ability to prepare an organized outline of their presentation material.<br><br>**Standard and Target for Success:** It is expected that 80% of students will score 80% or above on this SLO assessment. | | |
| **SLO #3 Communication Competence** - Upon completion of the course, students will be able to identify and differentiate theories of interpersonal communication pertaining to listening, self-disclosure, language, nonverbal, conflict, male/female communication and communication climate.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Spring 2016)<br>**Input Date:** 02/06/2014 | **Exam/Test/Quiz -** 80 Students in 3 sections of COMS 12 (37%) were assessed. Students answered 14 T/F questions (2 per topic) related to the SLO statement.<br><br>**Standard and Target for Success:** It is expected that 80% of students will score 80% or more on this assessment. | **Semester and Year Assessment Conducted:** 2015-16 (Spring 2016)<br>**Standard Met? :** Standard Not Met<br>0 = 69 - Lower<br>1 = 70 - 79 > below Target<br>2 = 80 - 89 > Target<br>3 = 90 - 100 > above Target<br><br>20% of students scored below 70%.<br>80% of students scored within the 70 - 79% range.<br>21% of students scored within the 80 - 89% range.<br>14% of students scored with the 90 -100% range<br><br>38% of students scored 80% (Target) or above.<br><br>Results indicate both strengths and weaknesses in some of the topics related to this SLO. In some cases, students | **Action:** Since this assessment was conducted in 3 different sections, the language of the assessment may have been more suited to some of the students and not the others. In the future, a different set of questions (put together by all the contributing faculty) should be used to ensure students' clear comprehension of the assessment questions. (05/08/2017)<br>**Action Category:** SLO/PLO Assessment Process<br>**Follow-Up:** Recommended action will be discussed in Department meetings and utilized for future |

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| | | correctly identified questions relating to listening, self-disclosure, kinesics, and male/female communication while in other cases they failed to correctly identify the question as True or False.<br><br>Strenghts - Students were able to correctly identify questions relating to language & climate.<br><br>Weaknesses - Students had trouble correctly identifying questions relating to conflict.<br><br>(05/08/2016)<br>**Faculty Assessment Leader:** Diana Crossman<br>**Faculty Contributing to Assessment:** Fariba Sadeghi-Tabrizi<br>**Related Documents:**<br>COMS 12 SLO 3 SPRING 2016.docx | assessments. (03/03/2017) |

# ECC: COMS 14:Introduction to Intercultural Communication

| Course SLOs | Assessment Method Description | Results | Actions |
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| **SLO #1 Dimension of Cultural Variability -** Upon completion of the course, students should be able to understand and explain dimensions of cultural variability.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2013-14 (Spring 2014)<br>**Input Date:** 12/02/2013 | **Essay/Written Assignment -** Students watched a six-minute video clip demonstrating problems in the workplace due to cross-cultural communication. Then they answered seven questions related to the material in the clip and explained various cultural communication differences that resulted in the problems.<br>**Standard and Target for Success:** A score of 50-59% is considered Below Fair<br>A score of 60-69% is considered Fair<br>A score of 70-79% is considered Good<br>A score of 80-89% is considered Excellent<br>A score of 90-100% is considered Exceptional<br> It is expected that 80% of students will score 80% or above on this SLO which is considered an Excellent understanding of cultural contexts that influence intercultural communication. | | |
| **SLO #2 Influence of Culture on Communication -** Upon completion of the course, students should be able to give examples of the influence of culture on communication using theory-based models of intercultural communication.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Spring 2015) | **Presentation/Skill Demonstration -** One section was offered in this semester. All 27 Students, enrolled in the class,presented various cultural aspects of a pre-selected country. Students worked in groups of 4-6 to prepare an 18-22 minute group-presentation. They selected a country, researched how citizens of | | |

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| **Input Date:** 12/02/2013 | that country communicate in various contexts. Presentations were evaluated on the following contextual elements of the selected country/culture: Individualism/collectivism, verbal (direct/indirect), nonverbal (gestures/taboos), time orientation (monochromic/polychromic), power-distance (large/small), gender roles (traditional/contemporary), and stereotypes (positive/negative) | | |
| | **Standard and Target for Success:** It is expected that 80% of students will score 80% or higher on presentation of each cultural context. | | |
| **SLO #3 Researching and Discussing Various Cultural Contexts -** Upon completion of the course, students should be able to research and discuss various cultural contexts in terms of individualism/collectivism, power distance, time orientations, gender roles, verbal and non-verbal codes, and acculturation.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Spring 2016)<br>**Input Date:** 12/02/2013 | **Term/Research Paper -** One section of COMS 14 (50% of students taking the course) were assessed. Each student wrote a research paper based on their own culture and addressed the contexts stated in the SLO statement<br>**Standard and Target for Success:** - It is expected that 80% of students will score 80% or more on this assessment. | **Semester and Year Assessment Conducted:** 2015-16 (Spring 2016)<br>**Standard Met? :** Standard Not Met<br>0 = Not assessed/Not submitted<br>1 = 70 - 79 > above target<br>2 = 80 - 89 > target<br>3 = 90 - 100 > below target<br><br>21 Students submitted a research paper.<br>3 students did not submit a paper<br>7 students received a SLO grade of 1 > below target<br>7 students received a SLO grade of 2 > target<br>7 students received a SLO grade of 3 > above target<br>14 of students received a SLO grade of 2& 3 > above target(67%). Since the target was for 80% of students scoreing 80% or higher, the target was not met. | **Action:** Add a class activity focused on proper research and finding material for the research paper. (10/10/2016)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** In the Fall 2016 semester, more class-time was used to emphasize proper research methods for students' papers. The extra instruction resulted in a higher number of students meeting the target. Future assessment will determine the effectiveness of this teaching strategy. (03/03/2017) |

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|  |  | Strenghts - students did a great job of providing examples from their own life for each of the contexts. Weaknesses - students had trouble supporting their examples with researched material (05/16/2016)<br>**Faculty Assessment Leader:** Rosemary Swade<br>**Faculty Contributing to Assessment:** Fariba Sadeghi-Tabrizi<br>**Related Documents:**<br>SLO 3 COMS 14 2016.docx |  |

# ECC: COMS 22abcd:Forensics-Individual Events

| Course SLOs | Assessment Method Description | Results | Actions |
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| **SLO #1 Demonstrating Competitiveness -** Upon completion of the course, students should be able to demonstrate competitiveness, at the junior-division level, in one or more individual Forensics event.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017)<br>**Input Date:** 12/02/2013 | **Presentation/Skill Demonstration -** SLO will be assessed by faculty evaluation of written work and by performance.<br>**Standard and Target for Success:** Standard for success: a minimum of 70% of students achieve the outcome.<br>**Related Documents:**<br>COMS 22 SLO #1 Rubric.docx | | |
| **SLO #2 Gathering and Evaluating Research and Evidence -** Upon completion of the course, students should be able to gather, classify, and evaluate research and evidence to support and defend claims.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Spring 2015)<br>**Input Date:** 12/02/2013 | **Multiple Assessments -** Assessed by faculty evaluation of written work and performance<br>**Standard and Target for Success:** It is expected that 70% of students will achieve 80% or higher on this assessment<br>POOR < 60%<br>FAIR 60-70%<br>GOOD 70-80%<br>EXCELLENT 80-90%<br>EXCEPTIONAL 90-100%<br><br>**Related Documents:**<br>COMS 22 SLO_2 Assess Spr 15 Data.docx | | |
| **SLO #3 Demonstrating Intermediate Verbal and Non-verbal Communication Competence -** Upon completion of the course, students should be able to demonstrate intermediate verbal and non-verbal communication competence in Forensics events.<br>**Course SLO Status:** Active | **Presentation/Skill Demonstration -** During the course of the semester, 13 students participated in 2 individual  event tournaments.<br><br>**Standard and Target for Success:** It is expected that 80% of students will score 80% or higher on this assessment. | **Semester and Year Assessment Conducted:** 2015-16 (Spring 2016)<br>**Standard Met? :** Standard Met<br>In the first tournament, 4 students scored above the target. 8 students received  the target score. 1 student scored lower than the target.<br>TOURNAMENT #1 > 92% scored target or above<br><br>In the second tournament, 4 students scored above the | **Action:** focus on slower delivery rate and natural speaking posture through class exercises. (12/05/2016)<br>**Action Category:** Teaching Strategies<br>**Follow-Up:** Recommended action was implemented in Fall 2016 semester. Future assessment will |

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| **Course SLO Assessment Cycle:** 2015-16 (Spring 2016)<br>**Input Date:** 12/02/2013 | 0 = Not assessed/not participated<br>1 = 100 - 90<br>2 = 89 - 80 > Target<br>3 = 79 - 70<br><br>**Related Documents:**<br>COMS 22 DOC.docx | target. 7 students received the target score. 2 students scored lower than the target.<br>TOURNAMENT #2 > 85% scored target or above<br><br>The overall average for students were:<br>5 students above target<br>6 students met target<br>2 students below target<br><br>TOURNAMENT #1 & #2 > 85% scored target or above<br><br>Results indicate that a large majority of students are able to demonstrage verbal and nonverbal communication competence at intermediate or advanced level, in individual Forensic events.<br><br>Strenghts - fluency, eye-contact, vocal variety delivery<br><br>Weaknesses - ridgid posture, fast delivery rate<br>(04/08/2016)<br>**Faculty Assessment Leader:** Joseph Evans | determine effectiveness.<br>(03/03/2017) |

# ECC: COMS 23abcd:Forensics-Team Events

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| **SLO #1 Demonstrating Competitiveness at the Junior Division Level -** Upon completion of the course, students should be able to demonstrate competitiveness, at the junior-division level, in one or more Forensics event.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2013-14 (Spring 2014)<br>**Input Date:** 12/02/2013 | **Presentation/Skill Demonstration -** This SLO assesses whether students are competitive at the junior division level. The most effective and objective way to determine competitiveness is to examine the results of competition. The most competitive tournament are students attend at the junior division level is the Phi Rho Pi National Tournament. Consequently, this slo was assessed by examining the competition results of students from the Comm 23 class that competed at the Phi Rho Pi National Tournament. | | |
| **SLO #2 Gathering and Evaluating Research and Evidence -** Upon completion of the course, students should be able to gather, classify, and evaluate research and evidence to support and defend claims.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Spring 2015)<br>**Input Date:** 12/02/2013 | **Exam/Test/Quiz -** Administered a 7 question test-multiple choice format.<br>**Standard and Target for Success:** 80% of students will score 85% or higher | | |
| **SLO #3 Demonstrating Intermediate Verbal and Non-verbal Communication Competence -** Upon completion of the course, students should be able to exhibit intermediate verbal and non-verbal communication competence suited to Forensics events.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Spring 2016) | **Performance -** 14 members of the debate team were included in the analysis. Their speaker points (judge assigned ranks from 0-30 which analyze verbal and non verbal elements of their delivery) were gathered and data mined. The average of three tournaments (12 rounds) we gleaned.<br>**Standard and Target for Success:** Intermediate verbal and non verbal | **Semester and Year Assessment Conducted:** 2015-16 (Spring 2016)<br>**Standard Met? :** Standard Met<br>The average of the 14 students across four tournaments revealed a speaker point average of between 26 and 30 for all 14 members attending. This is not a surprising result as the data collection period was the spring semester and, therefore, students competing had survived at least two series of cuts from the competitive roster. It would, in other words, be expected that all state and nationals bound students would show at least intermediate verbal and non | **Action:** One of the goals of the program and the course should be to expand opportunity. While the students who made the national team performed well on the SLO, many students were cut-in many cases due to lack of funding. Additional funding for the program would have a positive impact on retention and equity in the the course. (08/15/2016) |

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| **Input Date:** 12/02/2013 | competence was operationally defined as an average of 26-30 points. | verbal communication competence within the context of the expectations and standards of Coms 23. (08/15/2016)<br>**Faculty Assessment Leader:** Mark Crossman | **Action Category:** Program/College Support<br>**Follow-Up:** The need for additional funding is being discussed in Department meetings. (03/03/2017) |

# ECC: COMS 5:Mass Communication

| Course SLOs | Assessment Method Description | Results | Actions |
|---|---|---|---|
| **SLO #1 Understanding History and Communication Theories -** Upon completion of the course, students should be able to understand and describe the history and communication theories associated with mass communication.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2013-14 (Spring 2014)<br>**Input Date:** 12/02/2013 | **Exam/Test/Quiz -** Students take a multiple choice/true-false exam<br>**Standard and Target for Success:** At least 70% of students achieve the outcome<br>**Related Documents:**<br>COM 5 SLO#1 Rubric.docx | | |
| **SLO #2 Identifying Rules and Regulations -** Upon completion of the course, students should be able to identify and explain rules and regulations that govern mass communication.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2014-15 (Spring 2015)<br>**Input Date:** 12/02/2013 | **Exam/Test/Quiz -** 25 Students took the exam.<br>**Standard and Target for Success:** It is expected that 70% of students will score 70% or higher on the exam.<br>POOR <60%<br>FAIR 60-70%<br>GOOD 70-80%<br>EXCELLENT 80-90%<br>EXCEPTIONAL 90-100%<br>**Related Documents:**<br>COM 5 SLO_2 Assess Spr 15 Data.docx | | |
| **SLO #3 Analyzing and Describing the Impact of New Media -** Upon completion of the course, students should be able to analyze and describe the impact of new media, movies, television, and music on society and culture.<br>**Course SLO Status:** Active<br>**Course SLO Assessment Cycle:** 2015-16 (Spring 2016)<br>**Input Date:** 12/02/2013 | **Essay/Written Assignment -** 60 students (66% of total students) were assessed. Students took a written exam (10 questions worth 10 points) in which they described and gave examples of how various media impact society. They also provided their own opinion on whether media is good or bad for society.<br><br>**Standard and Target for Success:** Standard & Target - It is expected | **Semester and Year Assessment Conducted:** 2015-16 (Spring 2016)<br>**Standard Met? :** Standard Met<br>Total studentst assessed = 60<br>Total students below target = 17 > 2 were not assessed<br>Greater than 70% = 43<br>72% of students scored 70% or higher on this assessment<br><br>Strenghts - Students were able to clearly identify the influence of media on society. Specifically Television and New Media | **Action:** Efforts to improve the results can sonsist of<br>student analysis of specific media content, shows, film, albums, etc. and the potential impact that they have on consumers. Additional in-class examples of media portrayals and the impact they have, followed by discussion, would help increase the depth of response provided by students on the impact of the media. (12/05/2016) |

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| | that70% of students will score 7 points or more on this assessment.<br><br>0 = Not assessed<br>1 = 8-10 > above target<br>2 = 7 points > target<br>3 = 1-6 > below target | Weaknesses - Students had trouble providing specific examples of media's impact on society. (08/30/2016)<br>**Faculty Assessment Leader:** Larry Leach<br>**Related Documents:**<br>COMS 5 SLO 3 RESULTS AND ANALYSIS.docx | **Action Category:** Teaching Strategies<br>**Follow-Up:** Extra examples and discussions are being implemented. Next assessment will determine effectiveness. (03/03/2017) |