Communication assessment action plan:

Courses in Communication-

Active -- COMM 005	Persuasion & Critical Thinking	1. Identify their background beliefs, surroundings, worldview, and biases that block sound reasoning in oral and written communication.
		2. Distinguish between opinion, assumptions and fact
		3. React critically to media of all forms.
		4. Identify a problem or argument, isolate facts related to the argument, generate multiple solutions to the problem, and predict consequences, and use evidence and sound reasoning to justify a well informed position.
Active -- COMM 020	Interpersonal Communication Skills	1. Apply communication skills in order to improve communication in the home, at work, and in social interactions.
		2. Create well organized, well researched, and well delivered speeches and papers.
		3. Analyze the impact of nonverbal and verbal communication in everyday life.
Active -- COMM 045	Public Speaking	1. Critique a human communication event using a contemporary model of the communication process.
		2. Explain the difference between hearing and listening, and use critical listening to analyze spoken messages.
		3. Explain concepts of global communication and apply those principles in analyzing communication situations.
		4. Plan, develop, and deliver, from the initial stage of outlining through rehearsal, presentation, and review, an informative and persuasive speech
	Introduction to	1. Demonstrate the ability to speak professionally in diverse

Active -- COMM 003	Human Communication	contexts.
		2. Discuss and write critically about human communication theories and methodologies.
		3. Explain the contextual, cultural, and social foundations of human communication.
Active -- COMM 006	Intercultural Communication	1. Evaluate critically the impact of nonverbal and verbal techniques on Intercultural communication
		2. Apply effective Intercultural communication strategies in professional environments and diverse communities in the U.S. and globally.
		3. Create well organized, well researched, and well delivered speeches and papers.
In process for reactivation -- COMM 004	The Dynamics of Group Discussion	1. describe the theories of group decision making, problem solving and conflict resolution. 2. analyze the roles and responsibilities of individual group members. 3. appraise styles of leadership. 4. demonstrate effective methods of interacting with culturally diverse individual and groups. 5. analyze values, attitudes and beliefs of self and others.
Active -- COMM 019	Survey of Mass Media	1. Analyze how the media economy behind various media events affects culture, content and audiences. 2. Describe the evolution of mass media technologies and their relationship to government policies. 3. Identify and discuss stereotypes propagated by mass media in a specific time period and how these biases relate to the events and culture of that time period.

Assessment schedule:

Course	Data from previous rounds?	Action Plans from previous rounds?	Notes	Fall 2015	S 2016	F 2016	S 2017	F 2017	S 2018	F 2018
COMM 3 Intro to Human Comm					x					
COMM 4 Dynamics of Group Discussion			Scheduled for reactivation						x	
COMM 5 Persuasion and Critical Thinking	Y					x				
COMM 6 Intercultural Comm	Y					x				
COMM 19 Survey of Mass Media	Y						x			
COMM 20 Interpersonal Comm	Y	Y	ILO assessment					x		
COMM 45 Public Speaking	Y	Y	ILO assessment					x		

Future Assessment plan:

1- Course assessments to be emailed to all course instructors 1-2 weeks prior to the start of the semester by lead faculty member.

2- Instructors to complete assessment during the semester, as they see fit.

3- Lead instructor will calculate assessment results during flex week of following semester.

4- Lead instructor will meet with instructors to create an action plan based on results of assessment.

Assessment Rubrics:

COMM 3 assessment:

Assessing the following SLO's:

1. Demonstrate the ability to speak professionally in diverse contexts.

2. Discuss and write critically about human communication theories and methodologies.

3. Explain the contextual, cultural, and social foundations of human communication.

	Limited/No Proficiency 0-1	Some Proficiency 2	Proficiency 3	High Proficiency 4	Score
Organization	No apparent organization. A clear lack of structure. Poor or lack of interesting attention getter and Conclusion.	Presentation has a focus and provides a clear pattern. Apparent intro, body & conclusion, but fuzzy and not thought out.	Speech was organized and provides supporting information. Clear intro, body, and conclusion. Transitions are present.	Speech was exceptionally organized with clear supporting information with intro, body and conclusion. Cleverly written transitions and engaging content. Speaker was persuasive & engaging.	
Content	Oral content is inaccurate or overly general. Does not address human communication theories or methods. Does	The content is generally accurate, but incomplete. Minimally addresses theories or	The content is accurate and complete. Correctly addresses theories or methods, and	Content was cleverly thought out and written with exceptional points	

	not explain the contextual, cultural, or social foundations of human communication. Not cited.	methods, and/or Explain the contextual, cultural, and social foundations of human comm. Poorly cited	explains the contextual, cultural, and social foundations of human comm. Cited accurately.	Thoroughly addresses theories and methods, and explains the contextual, cultural, and social foundations of human comm.. Nothing is left out. Appropriately technical with use of analogies or examples.	
Delivery	The speaker reads notes too much. The speaker uses a lot of verbal fillers, is too quiet and does not stand still.	The speaker is generally practiced, but too often relies on notes, uses some verbal fillers and/or shifts back and forth.	Practice is evident. Speaker makes clear eye contact. Some emotion was present in voice and tone. Very few verbal fillers or body movements.	Speaker is very well practiced. Speaks without reliance on notes. Emotion was obvious in voice and had a strong connection to the audience. Interacts with audience and applies eye contact with no body movements or verbal fillers	
Outline	Formal Outline is poorly written or is not an outline, but an essay. No citations. Speaker does not use key word / speaking outline	Formal Outline has some elements of an outline but lacks citations, or symbols. Speaking outline is either too sparse or too thick.	Formal Outline is generally well written with acceptable main points and sub-points with mostly acceptable references and reference page. Speaking	Outline is exceptional with no noticeable errors. References are all credible and formatted perfectly. Speaking outline is perfect and	

			outline is mostly effective but might have a few too many words.	supports good delivery.	
References	Speaker had outside information but didn't cite sources or they were not credible.	Speaker had the required research with minimal problems citing and credible sources	Speaker had required research from credible sources cited properly.	Speaker had exceptional research from more than the required sources and cited exceptionally.	

Total Score: _____ (0-20)

- 15 or above = meeting SLOs
- 10-14 = Meeting SLOs
- 5-9 = Developing the SLOs
- 0-4- deficient in SLO's

COMM 4 assessment:

Assessing the following SLO's:

1. Describe the theories of group decision making, problem solving and conflict resolution.
2. Analyze the roles and responsibilities of individual group members.
3. Appraise styles of leadership.
4. Demonstrate effective methods of interacting with culturally diverse individual and groups.

	Limited/No Proficiency 0-1	Some Proficiency 2	Proficiency 3	High Proficiency 4-5	Score
Theories	No description of group decision making, problem solving and conflict.	Assignment described group decision making, problem solving and conflict using but was vague, lacked credible sources and/ or examples.	Assignment described group decision making, problem solving and conflict using required detail, credible sources and examples	Assignment described group decision making, problem solving and conflict using exceptional detail, credible sources and unique examples	
Roles and Responsibilities	No analysis of the roles and responsibilities of individual group members	Assignment analyzed the roles and responsibilities of individual group members but was vague, lacked credible sources and/ or examples.	Assignment analyzed the roles and responsibilities of individual group members using required detail, credible sources and examples	Assignment analyzed the roles and responsibilities of individual group members using exceptional detail, credible sources and	

				unique examples	
Leadership	Appraisal of leadership styles was lacking or incorrect.	Assignment appraised leadership styles but was vague, lacked credible sources and/ or examples.	Assignment appraised leadership styles using required detail, credible sources and examples	Assignment appraised leadership styles using exceptional detail, credible sources and unique examples	
Cultural Diversity	No demonstration of effective methods of interacting with culturally diverse individual and groups	Assignment demonstrated effective methods of interacting with culturally diverse individual and groups but was vague, lacked credible sources and/ or examples.	Assignment demonstrated effective methods of interacting with culturally diverse individual and groups using required detail, credible sources and examples.	Assignment demonstrated effective methods of interacting with culturally diverse individual and groups using exceptional detail, credible sources and unique examples	

Total Score: _____ (0-20)

- 15 or above = meeting SLOs
- 10-14 = Meeting SLOs
- 5-9 = Developing the SLOs
- 0-4- deficient in SLO's

Assessing the following SLO's:

1. Identify their background beliefs, surroundings, worldview, and biases that block sound reasoning in oral and written communication.

2. Distinguish between opinion, assumptions and fact

3. React critically to media of all forms.

4. Identify a problem or argument, isolate facts related to the argument, generate multiple solutions to the problem, and predict consequences, and use evidence and sound reasoning to justify a well informed position.

	Limited/No Proficiency 0-1	Some Proficiency 2-3	Proficiency 3-4	High Proficiency 4-5	Score
Opinion, Fact, and Assumptions	No description of critical decision making and problem solving. Writer does not distinguish between opinion, assumption and fact.	Assignment described critical decision making and problem solving but was vague, lacked credible sources and/ or examples.Writer does not demonstrate a clear understand of the differences between opinion, assumption and fact.	Assignment described critical decision making and problem solving using required detail, credible sources and examples. Writing shows an informed distinction between opinion, assumption, and fact.	Assignment thoroughly described critical decision making and problem solving using exceptional detail, credible sources and unique examples. Writer clearly demonstrates an understanding of the difference between opinion, assumption, and facts.	
Critical analysis of Media	No analysis of media messages behind	Assignment analyzed media messages behind various media events	Assignment analyzed media messages behind various media events	Assignment analyzed media messages behind various media events how how these are affected	

	various media events affects culture, content and audiences.	affects culture, content and audiences but was vague, lacked credible sources and/ or examples.	affects culture, content and audiences using required detail, credible sources and examples	by culture, content and audiences. Writer used exceptional detail, credible sources and unique examples to back up argument.	
Sound Reasoning	No identification of an argument's structure or understanding of sound reasoning.	Assignment identified an understanding of an argument's structure but was vague, lacked credible sources and/ or examples. Also, writer does not demonstrate a clear understanding of what makes an argument sound.	Assignment identified an understand of an argument's structure, what makes an argument sound and valid. The writer used the required detail, credible sources and examples. Lastly, the writer demonstrates logical reasoning in analysis.	Assignment identified an understand of an argument's structure, what makes an argument sound/valid using exceptional detail, credible sources and unique examples. Lastly, the writer demonstrates logical reasoning in analysis.	
Problems and Solutions - Using Evidence to Justify Position	Writer had outside information but didn't cite sources or they were not credible. Also, the writer did not use research to create clear critical claims that back up	Writer had the required research with minimal problems citing and credible sources. Also, the writer begins to use research to create clear critical claims that back up their argument. However, paper lacks critical thought.	Writer had required research from credible sources cited properly. Also, the writer uses research to create clear critical claims that back up their argument.	Writer had exceptional research from more than the required sources and cited exceptionally. Also, the writer use research effectively to create clear critical claims that back up their argument. Excellent critical thought is shown here.	

	their argument.				

Total Score: _____ (0-20)

- 15 or above = meeting SLOs
- 10-14 = Meeting SLOs
- 5-9 = Developing the SLOs
- 0-4- deficient in SLO's

COMM 6

Assessing the following SLO's
1. Evaluate critically the impact of nonverbal and verbal techniques on Intercultural communication
2. Apply effective Intercultural communication strategies in professional environments and diverse communities in the U.S. and globally.
3. Create well organized, well researched, and well delivered speeches and papers.

	Limited/No Proficiency (0-1)	Some Proficiency (2)	Proficiency (3)	High Proficiency (4)	Score
Organiza tion	No apparent organization. A clear lack of structure.	Organizatio n is accurate but ideas not well connected; and transitions; logical sequencing and developme nt lacking; formatting inadequate.	Main ideas clear but loosely organized or connected; title pertinent to the thesis; sequencing logical but incomplete; bibliographic al material and formatting adequate.	Exhibits excellent organization of final report. It is carefully organized and provides convincing evidence to support points and conclusion. There is a clear organization (beginning, middle, and end) and smooth transitions; introduction leads reader into topic; conclusion effectively summarizes main findings. Cohesive sequencing both between and within paragraphs; quotations properly cited; length, spacing, fonts, margins; numbered pages all carefully adhered to.	
Content/ Applicati	Content is inaccurate or	limited knowledge	some knowledge of	Knowledgeable; substantive, thorough	

on of knowledge	overly general. Shows little or no knowledge of intercultural communication theory. It lacks analysis or synthesis of the material and lacking good examples; inadequate quantity; not relevant, or not enough to rate. Interpretation is overly predictable. Poorly structured	of the subject; minimal Employs few theories and applies it at different intercultural scenario. Some substance, analysis and synthesis; poor thematic development. Some use of examples and critical interpretation of the intercultural interactions, inadequate use of quotations.	the subject; adequate range of Good analysis and application of intercultural theory. Makes several examples relevant to the topic. Analytical approach to the different intercultural interactions and shows an effective way to apply intercultural communication theory. Interpretation shows some originality.	development of the thesis, including Excellent application of knowledge to interpret intercultural communication interactions. Appropriate examples; quotations are well chosen to support the argument; quotations are well integrated and presented correctly. good analysis and synthesis of the assignment. Demonstrate an outstanding skill of intercultural communication by cleverly thought out and written with exceptional points, arguments and quotes. Nothing is left out.	
Knowledge/Verbal and non-verbal intercultural communi	Limited knowledge about differences and similarities of verbal and nonverbal communication across cultural groups, and	Identifies some verbal and non-verbal cultural characteristics among different cultural	Good observations and evaluation about verbal and nonverbal intercultural	Demonstrated outstanding awareness on verbal and nonverbal behaviors across cultures and recognizes that it varies across cultural groups and all forms of	

cation	owns.	groups	communication among different cultural groups Self -aware about its own	such behavior are worthy of respect. Outstanding self - awareness about its own verbal and non-verbal cultural communication.	
Skills/Cultural sensitivity	Poor ability to discriminate and identify relevant cultural differences and similarities in different intercultural scenarios.	Some ability to discriminate and identify relevant cultural differences and similarities in different intercultural scenarios.	Shows a good ability to discriminate and identify relevant cultural differences and similarities in different intercultural scenarios. There is some self-awareness and empathy.	Demonstrates an outstanding ability to discriminate and identify relevant cultural differences and similarities in different intercultural scenarios. Excellent self - awareness is evident and empathy toward different cultural groups and knowledge about owns observations and biases.	
References	Report had outside information but didn't cite sources or they were not credible.	Report had the required research with minimal problems citing and credible sources	Report had required research from credible sources cited properly.	Report had exceptional research from more than the required sources and cited exceptionally.	

COMM 19 assessment:

Assessing the following SLO's:

1. Analyze how the media economy behind various media events affects culture, content and audiences.
2. Describe the evolution of mass media technologies and their relationship to government policies.
3. Identify and discuss stereotypes propagated by mass media in a specific time period and how these biases relate to the events and culture of that time period.

	Limited/No Proficiency 0-1	Some Proficiency 2	Proficiency 3-4	High Proficiency 5	Score
Media Economy	No analysis of the media economy behind various media events affects culture, content and audiences.	Assignment analyzed the media economy behind various media events affects culture, content and audiences but was vague, lacked credible sources and/ or examples.	Assignment analyzed the media economy behind various media events affects culture, content and audiences using required detail, credible sources and examples	Assignment analyzed the media economy behind various media events affects culture, content and audiences using exceptional detail, credible sources and unique examples	
Evolution of media technologies	No description of the evolution of mass media technologies.	Assignment described the evolution of mass media technologies but was vague, lacked credible sources and/ or examples.	Assignment described the evolution of mass media technologies using required detail, credible sources and examples	Assignment described the evolution of mass media technologies using exceptional detail, credible sources and unique examples	
Relationship	No	Assignment	Assignment	Assignment	

to government policies	description of the connection to government policies	described government policies but was vague, lacked credible sources and/ or examples.	described the relationship to government policies using required detail, credible sources and examples	described the relationship to government policies using exceptional detail, credible sources and unique examples	
Stereotypes	No identification of stereotypes propagated by mass media in a specific time period and how these biases relate to the events and culture of that time period.	Assignment identified stereotypes propagated by mass media in a specific time period and how these biases relate to the events and culture of that time period but was vague, lacked credible sources and/ or examples.	Assignment identified stereotypes propagated by mass media in a specific time period and how these biases relate to the events and culture of that time period using required detail, credible sources and examples	Assignment identified stereotypes propagated by mass media in a specific time period and how these biases relate to the events and culture of that time period using exceptional detail, credible sources and unique examples	

Total Score: _____ (0-20)

- 15 or above = meeting SLOs
- 10-14 = Meeting SLOs
- 5-9 = Developing the SLOs
- 0-4- deficient in SLO's

Assessing the following SLO's:

1. Apply communication skills in order to improve communication in the home, at work, and in social interactions.

2. Create well organized, well researched, and well delivered speeches and papers.

3. Analyze the impact of nonverbal and verbal communication in everyday life.

	Limited/No Proficiency 0-1	Some Proficiency 2	Proficiency 3	High Proficiency 4	Score
Organization	No apparent organization. A clear lack of structure. Poor or lack of interesting attention getter and conclusion.	Presentation has a focus and provides a clear pattern. Apparent intro, body & conclusion, but fuzzy and not thought out.	Speech was organized and provides supporting information. Clear intro, body, and conclusion. Transitions are present.	Speech was exceptionally organized with clear supporting information with intro, body and conclusion. Cleverly written transitions and engaging content. Speaker was persuasive & engaging.	
Content	Oral content is inaccurate or overly general. Does not address interpersonal communication theories or methods. Does not explain the contextual, cultural, or social foundations of interpersonal communication.	The content is generally accurate, but incomplete. Minimally addresses theories or methods, and/or explain the contextual, cultural, and social foundations of interpersonal	The content is accurate and complete. Correctly addresses theories or methods, and explains the contextual, cultural, and social foundations of interpersonal communicatio	Content was cleverly thought out and written with exceptional points Thoroughly addresses theories and methods, and explains the contextual, cultural, and	

	Does not explain how aspects of verbal and nonverbal communication impact our everyday talk. Not sources cited.	communicatio n. Research is poorly cited.	n and everyday life. Research is cited accurately.	social foundations of interpersonal communicatio n. Nothing is left out and the speech clearly reviews the impact verbal and nonverbal communicatio n has on our everyday talk. Appropriately technical with use of interpersonal theories and examples. Research is thoroughly cited.	
Delivery	The speaker reads notes too much. The speaker uses a lot of verbal fillers, is too quiet and does not stand still.	The speaker is generally practiced, but too often relies on notes, uses some verbal fillers and/or shifts back and forth.	Practice is evident. Speaker makes clear eye contact. Some emotion was present in voice and tone. Very few verbal fillers or body movements.	Speaker is very well practiced. Speaks without reliance on notes. Emotion was obvious in voice and had a strong connection to the audience. Interacts with audience and applies eye contact with no body movements or verbal fillers	
Outline	Formal Outline is poorly written or is not an outline, but an essay. No citations.	Formal Outline has some elements of an outline but lacks citations, or symbols.	Formal Outline is generally well written with acceptable main points	Outline is exceptional with no noticeable errors. References are	

	Speaker does not use key word / speaking outline	Speaking outline is either too sparse or too thick.	and subpoints with mostly acceptable references and reference page. Speaking outline is mostly effective but might have a few too many words.	all credible and formatted perfectly. Speaking outline is perfect and supports good delivery.	
References	Speaker had outside information but didn't cite sources or they were not credible.	Speaker had the required research with minimal problems citing and credible sources.	Speaker had required research from credible sources cited properly.	Speaker had exceptional research from more than the required sources and cited exceptionally.	

Total Score: _____ (0-20)

- 15 or above = meeting SLOs
- 10-14 = Meeting SLOs
- 5-9 = Developing the SLOs
- 0-4- deficient in SLO's

COMM 45 Assessment:

Assessing the following SLO's

1. Critique a human communication event using a contemporary model of the communication process.
2. Explain the difference between hearing and listening, and use critical listening to analyze spoken messages.
3. Explain concepts of global communication and apply those principles in analyzing communication situations. Plan, develop, and deliver, from the initial stage of outlining through rehearsal, presentation, and review an informative and persuasive speech.

	Limited/No Proficiency (0-1)	Some Proficiency (2)	Proficiency (3)	High Proficiency (4)	Score
Organization	No apparent organization. A clear lack of structure. Poor or lack of interesting attention getter and Conclusion.	Presentation has a focus and provides a clear pattern. Apparent intro, body & conclusion, but fuzzy and not thought out.	Speech was organized and provides supporting information. Clear intro, body, and conclusion. Transitions are present.	Speech was exceptionally organized with clear supporting information with intro, body and conclusion. Cleverly written transitions and engaging content. Speaker was persuasive & engaging.	
Content	Oral content is inaccurate or overly general. Poorly structured.	The content is generally accurate, but incomplete. Makes use of supporting material relevant to the audience Some use of visual aid. Some supporting material but not well elaborated.	The content is accurate and complete. Well thought-out and written. Clear thought and presence of Ethos Pathos Logos. Persuasion was good. Good supporting material and use of visual to support each point.	Content was cleverly thought out and written with exceptional points and transitions. Nothing is left out. Logic is sound all claims have evidence and effectively persuasive. Excellent use of visual aid and several supporting material relevant to a diverse audience.	

Delivery	The speaker appears anxious and uncomfortable, and reads notes too much rather than speaks. Does not always cite sources.	The speaker is generally relaxed, practiced and somewhat comfortable, but too often relies on notes. Cites sources but clumsily.	Practice is evident and seems calm. Sources cited and without problems and connected well with audience. Some emotion was present in voice and tone.	Speaker is practiced and seems relaxed. Speaks without reliance on notes and cites sources flawlessly. Emotion was obvious in voice and had a strong connection to the audience. Interacts with audience and applies eye contact	
Outline	Outline is poorly written or is not an outline, but an essay.	Outline has some elements of an outline but it has a logical format)	Outline is generally well written with acceptable points and subpoints with mostly acceptable references or reference page	Outline is exceptional with no noticeable errors. References are all credible and formatted perfectly.	
References	Speaker had outside information but didn't cite sources or they were not credible.	Speaker had the required research with minimal problems citing and credible sources	Speaker had required research from credible sources cited properly.	Speaker had exceptional research from more than the required sources and cited exceptionally.	

<u>Future Steps:</u>

1- Continue to conduct assessment per the aforementioned plan.

2- Maintain communication between department chair(s), lead faculty, and part-time instructors.

3- Update curriculum every 3 years based on assessment results.

4- Maintain communication with PIE and curriculum committee.