

# Program Assessment

Program: Communication/Communication Studies (Speech)

Year: 2012-2013

Instructor(s): J. DeSantis & T. Silva

<p><b>PLO</b></p> <p>List specific PLO assessed.</p> <p>If more than one PLO assessment conducted for the program list each PLO and assessment in separate row of the table.</p>	<p><b>Associated ILO</b></p> <p>Communication Skills</p> <p>Critical Thinking Skills</p> <p>Ethics</p> <p>Personal Development</p> <p>Information Competency</p>	<p><b>Assessment Methodology</b></p> <p>List specific methodology used for assessment.</p>	<p><b>Results of Assessment</b></p>	<p><b>Improvement Plan</b></p> <p>Based on the assessment results are there any modifications to the program that you intend to implement?</p>						
<p>Apply the vocabulary, key concepts, and foundational principles of Communication Studies</p> <p>Utilize critical thinking as a consumer of communication and as a self-reflective communicator.</p>	<p><b>Communication Skills:</b></p> <p>Students in all classes must perform/present materially orally to an audience and participate as active listeners. Listening is a foundational element and skill in interpersonal communication, public speaking, and argumentation &amp; advocacy.</p> <p>Theoretical and practical study of communication skills are a component in all courses with each having a differing focus based on specific course content. SP 1 focuses on interpersonal communication, SP 2 on communication and performance, SP 4 on public speaking and genres of oratory, SP 7 on argument and advocacy, and SP 15 on the role of cultural.</p> <p>Listening is important to the lecture and discussion</p>	<p>Direct assessment of Critical Thinking</p> <p>Indirect assessment of Critical Thinking through listening</p> <p>Pretest and Posttest of listening and critical thinking in all speech classes</p> <p>Surveys are limited and utilize a pre/post test method.</p> <p>Pretest (beginning of class) and Post test (end of class) data collected for all Speech course sections during Fall 2012 and Spring 2013.</p> <p>All sections of Speech courses were given the same 2 survey instruments. Listening and critical thinking are fundamental elements in all course and program SLOs.</p> <p>Listening and Critical thinking are inherently connected and survey items were combined to provide greatest coverage of both course level and program level slo assessment.</p> <p>SLO assessments</p> <table border="1" data-bbox="680 1401 1176 1521"> <tr> <td>very poor</td> <td>0 to 8</td> </tr> <tr> <td>poor</td> <td>9 to 16</td> </tr> <tr> <td>below acceptable</td> <td>17 to 24</td> </tr> </table>	very poor	0 to 8	poor	9 to 16	below acceptable	17 to 24	<p>Surveys were administered by instructors in classes but while opportunities to participate were provided the students involvement was voluntarily. All (100%) course instructors participated and encouraged student involvement. Pre and Post testing was done in 100% of Speech course sections.</p> <p><i>Assessment results demonstrate clear improvement in student listening and critical thinking across the program as a whole. Improvement between pre and post tests show increased reported competence and students scored in the acceptable to good score ranges.</i></p> <p>Students in Fall 2012 Speech courses exhibited improvement in student listening and critical thinking skills.</p> <p>Pretest slo</p> <p>30.6725</p>	<p>Students are generally entering Speech courses with acceptable listening skills but need increased experience, focus, and training to have strong listening skills.</p> <p>Courses have successfully connected the link between listening and critical thinking in lecture, discussion and activities more directly.</p> <p>Courses have successfully added weight to listening competency and the students' role as audience members. Additional assignments have focused on listening as a primary goal rather than as a tangential outcome.</p> <p>SP 15 and SP 2 still need to have their SLOs refined. They are formatted too much as Course Content and Objectives. SP 7 also needs to be updated.</p> <p>Communication apprehension and competency data (Speech apprehension) should be collected during the next round of SLO assessments. Comparing student success with listening competency and</p>
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poor	9 to 16									
below acceptable	17 to 24									

<p>modes of instruction.</p> <p>Listening is central to analysis of any communicated message or artifact.</p> <p><b>Critical thinking skills:</b></p> <p>Students must interact with a variety of communication artifacts. Critical thinking is a necessary element in the creation of presentation/performances and in analysis of performances/presentations observed.</p> <p>Students assess their own work and also critique peer work.</p> <p>Students in all Speech classes must engage in self reflective activities and critically analyze their own performance.</p> <p>Listening actively is a foundational starting point for effective critical thinking.</p> <p><b>Ethics:</b></p> <p>Students are required to demonstrate and implement ethical behavior as an audience member, discuss appropriate and ethical etiquette, and discuss the ethic responsibilities of a listener.</p> <p>Students are required to engage in discussion of controversial topics and to</p>	<table border="1"> <tr> <td>acceptable*</td> <td>25 to 32</td> </tr> <tr> <td>good*</td> <td>33 to 40</td> </tr> </table>	acceptable*	25 to 32	good*	33 to 40	<p>Pretest pslo</p> <p>25.82</p> <p>Posttest slo</p> <p>32.56</p> <p>Posttest pslo</p> <p>27.31875</p> <p>Students in Spring 2013 Speech courses exhibited improvement in student listening and critical thinking skills.</p> <p>All course averages</p> <p>Pretest slo</p> <p>30.3883512</p> <p>Pretest pslo</p> <p>24.86319953</p> <p>Posttest slo</p> <p>31.93552614</p> <p>Posttest pslo</p> <p>26.63144042</p>	<p>Communication apprehension will provide for a more complete assessment of Student overall success.</p> <p>SP 4 (Public Speaking) is the central course to the program and could be used as the central focus of assessment. It is the keystone class. Public speaking is the core class identified in the SB 1440 and TMC Communication Studies area.</p> <p>Still need to implement a more unified series of midterm and final student assessments to ensure standard coverage of required elements. Faculty coordination across sections has increased. Combined instrument should include evaluation of students' grasp of field specific vocabulary, ability to recognize examples of content, ability to analyze critically examples of content, and application of content. Ideally the assessment would be through multiple measures but an option may be to create and implement an exit exam tailored to assess listening and critical thinking skills</p> <p>Assessments need to extract population data to look at scores for students who get a C and better or do not pass the class. Current assessments do not sort data by successful completion.</p>						
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	<p>engage critically both their own and other students' positions on these topics.</p> <p><b>Personal Development:</b></p> <p>Improved listening skills require self-reflection and personal growth. Critical thinking forces students to engage in self reflection and application of communication concepts to understand their real life communication.</p> <p><b>Information Competency:</b></p> <p>Active listening and peer critiques require students to assess the validity and effectiveness of information. Students in all sections develop understanding of how information can be gathered, organized, delivered with appropriate citation. Critical thinking is required in assessing source credibility and when formulating messages for presentation to audiences.</p>			
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