

Basic Program Information

Department Name: *Communication Studies*

Program Mission(s): *The Communication Studies Department offers a broad spectrum of course options and special programs designed to meet the academic, interpersonal, and career goals of Foothill College students. Our program enables students to improve their oral, interpersonal, intercultural, gender, and professional communication skills crucial for personal growth, critical thinking, confidence building, leadership skills, and marketability in the work place. Our program prepares students for the pursuit of advanced degrees in Communication Studies and for careers that require expertise in communication, such as advertising, business management, community outreach, corporate communications, event management, face to face and on-line customer service, healthcare and medicine, human resources, journalism, law, marketing, mediation, organizational training, media research, political campaigns, program coordination, public relations, sales, social media, radio and broadcasting, teaching, television, and web broadcasting.*

The Communication Studies Department supports, teaches and aspires to achieve the core vision, mission and values of the college which are to provide students with excellent educational opportunities, achievement of learning and success through basic skills, transfer, and workforce education which are vital to the economy and prosperity of our local, state, national and global communities.

Program Review team members:

Name	Department	Position
Carol Josselyn	Communication Studies	Full-time Instructor
Preston Ni	Communication Studies	Full-time Instructor
Shawn Townes	Communication Studies	Full-time Instructor
Lauren Velasco	Communication Studies	Full-time Instructor

Total number of Full Time Faculty:	4
Total number of Part Time Faculty:	9

Existing Classified positions: 0

Programs*covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Communication Studies	A.A.	27

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
Associate Degree in Communication	31	35	+13%
Note: Many Comm Studies majors are double majors, and only a single major is included in Foothill's database upon graduation. Therefore, this data may be incomplete.			

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Certificate of Proficiency	3	5	+66%
Certificate of Specialization	1	1	0%
Career Certificate	1	0	-100%

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	2,357	2,246	-5%
Productivity (Goal: 546)	458	439	-4%
Success	83%	85%	+2%
Full-time FTEF	5.9	5.2	-11%
Part-time FTEF	2.7	3.1	+14%

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
See attached information						

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1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

Our enrollment has trended slightly down (2,357 to 2,246) in the past 12 months. This can be partially attributed to the cancellation of several courses. These courses were scheduled and had filled, but were cancelled due to instructor illness. However, enrollment has nearly doubled since the 2006-07 academic year (1,225 students,) and the multi-year trend in enrollment continues to be positive.

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.
 - a. AA, AS, AA-T, AS-T, Certificates of Achievement

The last two years have seen a healthy 13% increase in the number of students completing the Associate Degree in Communication Studies (33 to 35), and a 66% increase in the number of students completing the Communication Certificate of Proficiency (3 to 5).

The Communication Studies Department produces the largest number of Associate Degree student graduates in the Fine Arts and Communication Division, and has one of the highest number of degree graduates at Foothill College. The statistical trend forecasts continuing increase in both Associate Degree and Certificate completions in the coming year, augmented by the return of full time faculty from medical leave, expanded enrollment of Comm 55 Career and Leadership Communication in the Global Workplace, and requested return to full and permanent funding of the Intercollegiate Speech and Debate Team.

- b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

The non-transcriptable Communication Studies Certificates offer evidence of study in the field deemed most critical for employment success. Anecdotal evidence of our students using these certificates in job interviews, university transfer applications, and other contexts reassure us of the certificates' importance and validity.

*Informal classroom surveys suggest a pattern of many Foothill students taking one Communication Studies course to fulfill a **transfer** requirement, and subsequently taking 2 additional Communication Studies courses to earn a Certificate. The majority of students surveyed who fit this pattern identified **workforce education/employment** as a primary reason*

for pursuing the Communication Certificate. In Comm 55 Career and Leadership Communication, a course specifically designed for workforce education, approximately 50% of the students are working toward a Communication Certificate.

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

*UC and CSU have class size restrictions for many transferrable Communication Studies courses in order to provide students with opportunities to deliver organized class presentations and receive critical feedback. To fulfill the **transfer** mission of the Communication Studies courses, enrollment must be kept below 30 (or below 25 for Public Speaking) to successfully articulate at UC and CSU. Complying with this requirement has the necessary effect of limiting productivity, but is pedagogically sound and serves to support Foothill College's **transfer mission**.*

4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

The Communication Studies courses regularly fill with waiting lists. The decline in enrollment in Comm 10 Gender Communication and Comm 12 Intercultural Communication during the 2011-2012 academic year is due to the unusual situation of cancelled sections caused by instructor illness. Core courses such as Comm 1A Public Speaking, Comm 3 Fundamentals or Oral Communication, and Comm 4 Group Discussion have seen enrollment increases, as has our newest course, Comm 55 Career and Leadership Communication in the Global Workplace.

- a. Please comment on the data from any online course offerings.

The success rates of students in the online courses are significantly lower than in the traditional classroom format or in the hybrid online format, and the enrollment, WSH, FTES and productivity all experienced one-year declines in 2011-2012. These unusual statistics can be attributed to unexpected long-term illness of the instructor of these online-only courses. The instructor's health has improved and we expect these data to be more typical in 2012-2013.

5. Curriculum and Student Learning Outcomes (SLOs)
 - a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

Our curriculum is current and reviewed for Title 5 compliance. All aspects and elements of the program have received appropriate and timely reviews. All transferrable courses in the Communication Studies department have updated curriculum and most course outlines of record were reviewed within the past year.

- b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

*We are continuing work toward creation of the **Transfer Degree**, consistent with the new program model in the state of California.*

- c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

*The Communication Studies program is non-sequential, and our student learning outcomes reflect this. Each course's student learning outcomes provide for the acquisition of broad-based communication skills, as well as specific learning elements related to the particular course. They are consistent with the program learning outcomes, and the college core missions of **basic skills, transfer and workforce education**.*

- d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

In Fall 2011, half of our department's full time faculty completed PL-SLO training (Fall 2011) and all full-time faculty members completed TracDat SLO training. As of the current academic year, part-time faculty has also taken on an active role in the TracDat SLO process.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:<http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.

*The Communication Studies department supports, teaches, and aspires to achieve the core vision, mission, and values of the college. These include achievement of learning and success through acquisition and mastery of **basic skills**. Our courses include written work and oral communication competence, and help students to work toward both basic and advanced educational goals.*

7. Transfer Programs(if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.

*The great majority of Communication Studies courses fulfill the college's **transfer mission**, with acceptance at UC, CSU, private colleges, and vocational (i.e. nursing) schools. These include Comm 1A, 1AH, 1B, 1BH, 2, 3, 4, 10, and 12, all of which are G.E.-applicable in Area V. Comm 2 is also accepted as a prerequisite for vocational nursing programs.*

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:<http://foothill.edu/president/workforce.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.

*A number of popular Communication Studies courses fulfill the college's **workforce education mission**, serving to help drive California's labor force and economic engine. Comm 2 Interpersonal Communication is a prerequisite for many nursing programs. Comm 55 Career and Leadership Communication in the Global Workplace is specifically designed to help students to obtain employment. Courses such as Comm 1A/1AH: Public Speaking, Comm 1B/1BH: Argumentation and Persuasion, Comm 4: Group Discussion, Comm 10: Gender, Culture and Communication, and Comm 12: Intercultural Communication are frequently taken by aspiring and working professionals in order to enhance their ability to obtain jobs or to advance professionally at their current place of employment. Comm 1A and 1AH Public Speaking enhance professional presentation skills. Comm 4 Group Discussion enhances team building skills.*

Overall, the Communication Studies program enables students to improve their oral, interpersonal, intercultural, and professional communication skills. These skills are crucial for career preparation, personal marketability, leadership ability, and professional success, all of which are vital to the prosperity of our local, state, national, and global communities. According to a 2011 study at the Harvard Graduate School of Education, Communication is co-ranked as the #4 degree most suitable for "the world of work." According to a survey by consulting firm Challenger, Grey & Christmas, Communication is co-ranked as the #5 degree that most attracts employers.

b. Please attach minutes from your advisory board meeting(s).

N/A

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:

<http://foothill.edu/staff/irs/ESMP/index.php>

- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

In the past year, the Communication Studies department has seen a 10% increase in the success rate of African American students (66% to 76%) and a 2% increase in the success rate of Latino/a students (78% to 80%). These underrepresented groups make up 7% and 19%, respectively, of our department's students. The success rate of non-targeted groups was 86% in 2011-2012, compared to a success rate of 80% of targeted groups. While additional gains must be made, we note that the success rate of targeted groups rose 4% in the past year (76% to 80%). Two of our courses, Comm 10: Gender, Culture and Communication, and Comm 12: Intercultural Communication, are invitational by their very nature, educating and empowering students on issues of culture and diversity. Additionally, all Communication Studies courses specifically address these important areas.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See attached file

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

See attached file

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

Students completing our program have a variety of individual goals: career enhancement to transfer within the major; transfer to another major after earning our degree. Our two course-level assessments are broadly comprehensive. We look forward to receiving additional information through future assessments, as part-time faculty will be participating more actively in the SLO process.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

None at this time. We will continue to evaluate the assessment data and methodology.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

In spite of the challenges inherent in qualifying the success of a non-sequential, qualitative program that serves a variety of needs of a diverse group of students, the CL-SLO's do reflect the knowledge, skills and abilities that student need in order to succeed in our program.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Continued review of assessment of SLOs ensures the identification of program-level student learning, by pinpointing areas that have proven successful and targeting areas that require improvement.

The assessment of course-level student learning outcomes has given the department numerous opportunities for self-study and review. We have confirmed distinct goals

and outcomes for the wide array of courses in our curriculum, as well as the high levels of success our students are obtaining in the courses.

5. If your program has other outcomes assessments at the course level, comment on the findings.

N/A

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

Our program is non-sequential and multi-purposed, so the program-level assessment present some challenges. On the positive, this provides us with an excellent opportunity for continual self-review. At present, our program is succeeding in providing critical learning outcomes for students with a variety of individual needs and goals.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Continued review of the program-level student learning outcomes ensures that changes to the certificate/degree are made if needed.

3. If your program has other outcomes assessments at the program level, comment on the findings.

N/A

Program relation to college mission/core missions

The Communications Studies Department offers a broad spectrum of course options and special programs designed to meet the academic, interpersonal and career goals of Foothill College students. Our program enables students to improve their oral, interpersonal, intercultural, gender, and professional communication skills crucial for personal growth, critical thinking, confidence building, leadership skills and marketability in the workplace. Our program prepares students for the pursuit of advanced degrees in Communication Studies and for careers that require expertise in communication, such as advertising, business management, community outreach, corporate communications, event management, face to face and on-line customer service, healthcare and medicine, human resources, law, marketing, mediation, organizational training, media research, political campaigns, program management, project and journalism, public relations, sales, social media, radio and broadcasting, teaching, television, and web broadcasting.

The Communication Studies Department supports, teaches and aspires to achieve the core vision, mission and values of the college which are to provide students with excellent educational opportunities, achievement of learning and success through basic skills, transfer, and workforce education which are vital to the economy and prosperity of our local, state, national and global communities.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Expand delivery options of current curriculum	2009-2010	The department now offers courses in live, on-line, and on-line hybrid formats.	This goal has been achieved. The on-line hybrid format of instructional delivery is going through continued modifications in accordance with state, college, and division policies.
2 Increase public relation efforts	2009-2010	Communication Dept. website, communication instructor websites, department brochures	This goal has been reasonably achieved and undergoes regular department review.
3 Continue to introduce new courses	2011-2012 and beyond	Comm 55 Career and Leadership Communication in the Global Workplace has been reintroduced. Potential new courses: Comm. Culture of Hip/Hop, Health Comm. Mass Comm. Other potential new courses could include courses that fulfill the Critical Thinking transfer requirement (e.g. Rhetoric/Persuasion, Symbolic Interactionism, Argumentation and Advocacy, or Agitation & Control/Social Movements) and a Research Methods and Design course that could fulfill the Written Communication transfer requirement. Possible introduction of Political	Successful enrollment in Comm55 and we expect continued strong growth. Additional on-going course creation supports the Foothill College Educational and Strategic Master Plan core mission of student transfer and workforce education

	Communication.	
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3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Section 4: Program Resources and Support

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 Obtain approval for Associate of Arts for Transfer degree (AA-T)	2012-2013	The Student Transfer Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admissions to the California State University campus for any community college student who completes an “associate degree for transfer”. This serves to support Foothill College transfer mission.	Complete the submission and articulation approval process

4.1 Using the tables below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Full-time faculty	\$70,000 +	To meet goal to create new courses and expand delivery.
Department Coordinator	\$50-70,000	Administrative manager and Debate Team assistant

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

None		

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
None.		

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Permanent full restoration of Intercollegiate Speech and Debate Team Funding	\$8,000+/year	This funding was removed due to the current fiscal crisis. We look forward to full restoration of funds when feasible.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
No requests at this time pending budget outlook		

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

We anticipate greater enrollment challenges at the college in general, as students struggle to gain entrance into popular courses needed for their degrees.

For the Communication Studies Department, regular, consistent, and extensive marketing of our courses and programs by the college continues to attract graduating high school students and four year university students looking to take transfer courses. Communication Studies enrollment is expected to continue their multi-year upward trend, drawing ever-increasing numbers of working professionals as well as workers in transition pursuing career development. As a thriving department that serves Foothill's

core missions of **basic skills, transfer, and workforce education**, we look to be part of the solution in addressing the college's needs.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

None.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Communication Studies courses provide professional training and development for working professionals and college students entering the work force. The Communication Certificates offer focus on specific areas of professional development. COMM 1A Public Speaking and 1B Argumentation and Persuasion facilitate leadership skills. COMM 2 Interpersonal Communication is a requirement for many nursing programs. COMM 10 Gender and Communication and COMM 12 Inter-Cultural Communication enhance sensitivity at the work place. COMM 55 Career and Leadership Communication in the Global Workplace provide work place effectiveness skills. The Communication Studies department has seen positive trends in student success rates for students from underrepresented or disadvantaged groups. Communication courses prepare students for work place success, the development of leadership skills, cultural and gender sensitivity. The program teaches both theory and application, keeps current of the field, adapts to new learning technologies, and provides important, transferable work success skills. Strong communication skills are integral all human interaction, from interpersonal to intercultural to professional. This vibrant department continues to play a vital role in the lives of our students and the future of our community.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Communication Department has undergone a transformation in the last academic year, and the contributions of the full time faculty, and particularly new adjunct faculty are notable and much appreciated in the division.

As noted, the Communication Department produces the highest number of Associate Degrees within the division, and the increase of 33 to 35 A.A. degrees granted. Unfortunately, the data regarding number of non-transcriptable certificates issued in 2010-2011, and 2011-2012 was lost in the transition from our former Division Administrative Assistant, but based on the number of certificates I can recall signing, the number is well over 20 for both academic years.

Enrollment in Communication courses is excellent! All scheduled classes fill to capacity and we have increased offerings 24% over the past year. Unfortunately, 2 of our full

time faculty have had to take leave during the past year, which has resulted in cancellation of several fully enrolled courses. To offset these losses during the 2012-2013 academic year, we have hired 3 new adjunct faculty, and all have proven to be outstanding classroom instructors. As of 1/3/12, Communication course offerings are up 24% from the same date in 2011, and enrollment is up 25%.

Productivity is a recurring problem in Communication courses. Because there are a requisite number of speeches that need to be made to fulfill transfer requirements, the courses are limited to 25-30, depending on the nature of the class. Productivity is off slightly, but the fact that the department has kept its productivity in the mid 400's while dealing with faculty leave challenges is noteworthy and due to the diligence of the full time and adjunct faculty who have stepped up to alleviate the problem.

Courses unique to Foothill, as noted above, have contributed to the diversity and comprehensiveness of the department. Comm 55, Career and Leadership Communication in the Global Workplace is an outstanding course in this regard and has proven to be an outstanding addition to Foothill's workforce course offerings.

6.2 Areas of concern, if any:

The Communication Department is a critical component of the college's academic offerings. It is the Fine Arts & Communication Divisions main transfer component, which is part of the mission of Community Colleges in California. That being said, the productivity issues mentioned above affect the division's productivity in a negative fashion, which is an area of concern. Obviously, if we grow the Communication Department offerings as they currently stand (with the exception of COMM 55), the division productivity drops.

6.3 Recommendations for improvement:

I would suggest developing online courses that can accommodate larger numbers of students to offset the lower productivity of traditional Communication courses such as Public Speaking and Group Discussion.

6.4 Recommended next steps:

Proceed as planned on program review schedule

1/3/13

Unit Course Assessment Report - Four Column
 Foothill College
 Department - Communication Studies (COMM)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Communication Studies (COMM) - COMM 10 - GENDER, COMMUNICATION & CULTURE - 1 - Critical Thinking - A successful student will be able to practice critical thinking and examine the lived human experience. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/23/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Socratic lecture/discussion, research project</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Competency</p>	<p>09/23/2012 - Given the interactive relationship with the subject matter, students are able to go beyond merely receiving information and are also able to engage, reflect, observe, discuss, debate, as well write about ideas, therefore, increasing their understanding and ability to retain information. Student survey responses, submitted at the end of the quarter, indicated this method assisted their transition from passive learners to active participants in the learning process.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and su</p> <p>GE/IL-SLO Reflection: This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires student to develop verbal, nonverbal, written, and analytical skills in comparing/contrasting Gender across cultures.</p>	<p>09/24/2012 - Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and support materials. Additionally, it is imperative that instructors assigned to teach this course have both specialization and teaching experience in the field of Gender Communication.</p> <hr/>
		<p>06/30/2011 - Assessment method effectively addressed the lived experience of gender groups in the United States. Students are able to verbally express their knowledge about gender groups as well as to write critically about those lived experiences.</p>	<p>06/30/2011 - Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and su</p> <p>GE/IL-SLO Reflection: This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires student to develop verbal, nonverbal, written, and analytical skills comparing/contrasting Gender across cultures.</p>	<p>student accounts of their lived experience.</p> <hr/>
<p>Department - Communication Studies (COMM) - COMM 10 - GENDER, COMMUNICATION & CULTURE - 2 - Skills - A successful student will improve communication skills within and between gender groups. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/23/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Group discussion, research project presentation</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Competency</p>	<p>09/24/2012 - The interactive nature of the course requires communication between genders, which provides students ample opportunity to hone their gender communication skills in a practical real world setting.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools.</p> <p>GE/IL-SLO Reflection: This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires students to develop verbal,</p>	<p>09/24/2012 - Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>nonverbal, written, and analytical skills in comparison/contrasting Gender across cultures.</p> <p>06/30/2011 - The interaction and dialogue between students during class discussion and activities provide ample opportunity for cross gender communication. This exchange enables students to become aware of how their communication is received by others; the impact it has on other genders as well as indicates areas of needed improvement.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Institutional understanding and support for the incorporation of personal testimony as means to make sense of and theorize about the gendered world in which we live and the phenomenon of communication. Funding for professional growth in gender and cu</p>	<p>06/30/2011 - To incorporate the requirement of personal testimony rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the gender experience of others, which improves one's ability to communicate across gendered lines.</p> <hr/>
<p>Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 1 - Critical Thinking - A successful student will be able to practice critical thinking and examine the lived human experience. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/23/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Socratic lecture/discussion, research project</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Competency in research</p>	<p>09/24/2012 - Given the interactive relationship with the subject matter, students are able to go beyond merely receiving information and are also able to engage, reflect, observe, discuss, debate, as well write about ideas, therefore, increasing their understanding and ability to retain information. Students survey responses, submitted at the end of the quarter, indicated this method assisted their transition from passive learners to active participants in the learning process.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Funding for augmenting video/documentary library and equipping all COMM classrooms</p>	<p>09/24/2012 - Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>with necessary technological tools. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and SU</p> <p>GE/IL-SLO Reflection: This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires students to develop verbal, nonverbal, written, and analytical skills comparing/contrasting race and ethnicity in the U.S. with cultures abroad.</p> <hr/> <p>06/30/2011 - Assessment method effectively address the lived experience of cultural groups in the United States. Students are able to verbally express their knowledge about cultural groups as well as to write critically about those lived experiences.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in cultural studies/activities, conference participation, guest speaker stipends, and domestic and</p>	<p>06/30/2011 - Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.</p> <hr/>
<p>Department - Communication Studies (COMM) - COMM 12 - INTERCULTURAL COMMUNICATION - 2 - Skills - A successful student will improve communication skills within and between multicultural groups. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/23/2011</p>	<p>Assessment Method: critical evaluation of assigned project</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: competency in research skills</p>	<p>09/24/2012 - The interactive nature of the course requires communication between cultures, which provides students ample opportunity to hone their intercultural communication skills in a practical real world setting.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>09/24/2012 - Increase the number of intercultural learning opportunities beyond the classroom and require written analyzes linking course concepts to topic/activity examined. This will provide students a greater opportunity to identify and understand how course concepts are tied to their lives, thereby</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>		<p>Resource Request: Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools.</p> <p>GE/IL-SLO Reflection: This SLO specifically addresses the competencies of communication, critical thinking, and global community, as it requires students to develop verbal, nonverbal, written, and analytical skills comparing/contrasting race and ethnicity in the U.S. with cultures abroad.</p> <hr/> <p>06/30/2011 - The interaction and dialogue between students during class discussion and activities provide ample opportunity for cross cultural communication. This exchange enables students to become aware of how their communication is received by others; the impact it has on other cultures as well as indicates areas of needed improvement.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in cultural studies/activities, conference participation, guest speaker stipends, and domestic and</p>	<p>increasing understanding and retention.</p> <hr/> <p>06/30/2011 - Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.</p> <hr/>
<p>Department - Communication Studies (COMM) - COMM 190 - DIRECTED STUDY - 1 - Knowledge - A successful student will expand knowledge of a communication topic of study. (Created By Department - Communication Studies (COMM))</p>	<p>Assessment Method: Direct study paper on a communication topic of study.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of students will receive a grade of "C" or</p>	<p>11/18/2011 - No students enrolled in this Direct Study course during Fall quarter 2011.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	higher on the direct study paper.		
Department - Communication Studies (COMM) - COMM 190 - DIRECTED STUDY - 2 - Application - A successful student will increase their ability to apply a communication topic of study in academic, professional, or personal situations. (Created By Department - Communication Studies (COMM))	Assessment Method: Direct study presentation with instructor. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will receive a grade of "C" or higher on the direct study presentation.		
Course-Level SLO Status: Active			
Department - Communication Studies (COMM) - COMM 190X - DIRECTED STUDY - 1 - Knowledge - A successful student will expand knowledge of a communication topic of study. (Created By Department - Communication Studies (COMM))	Assessment Method: Direct study paper on a communication topic of study. Assessment Method Type: Essay/Journal Target for Success: 80% of students will receive a grade of "C" or higher on the direct study paper.	11/18/2011 - No students enrolled in this Direct Study course during Fall quarter 2011. Result: Target Met Year This Assessment Occurred: 2011-2012	
Course-Level SLO Status: Active			
Department - Communication Studies (COMM) - COMM 190X - DIRECTED STUDY - 2 - Application - A successful student will increase their ability to apply a communication topic of study in academic, professional, or personal situations. (Created By Department - Communication Studies (COMM))	Assessment Method: Direct study presentation with instructor. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will receive a grade of "C" or higher on the direct study presentation.		
Course-Level SLO Status: Active			
Department - Communication Studies (COMM) - COMM 190Y - DIRECTED STUDY - 1 - Knowledge - A successful student will expand knowledge of a communication topic of study. (Created By Department - Communication Studies (COMM))	Assessment Method: Direct study paper on a communication topic of study. Assessment Method Type: Essay/Journal Target for Success:	11/18/2011 - No students enrolled in this Direct Study course during Fall quarter 2011. Result: Target Met Year This Assessment Occurred: 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	80% of students will receive a grade of "C" or higher on the direct study paper.		
Department - Communication Studies (COMM) - COMM 190Y - DIRECTED STUDY - 2 - Application - A successful student will increase their ability to apply a communication topic of study in academic, professional, or personal situations. (Created By Department - Communication Studies (COMM))	Assessment Method: Direct study presentation with instructor. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will receive a grade of "C" or higher on the direct study presentation.		
Course-Level SLO Status: Active			
Department - Communication Studies (COMM) - COMM 190Z - DIRECTED STUDY - 1 - Knowledge - A successful student will expand knowledge of a communication topic of study. (Created By Department - Communication Studies (COMM))	Assessment Method: Direct study paper on a communication topic of study. Assessment Method Type: Essay/Journal Target for Success: 80% of students will receive a grade of "C" or higher on the direct study paper.	11/18/2011 - No students enrolled in this Direct Study course during Fall quarter 2011. Result: Target Met Year This Assessment Occurred: 2011-2012	
Course-Level SLO Status: Active			
Department - Communication Studies (COMM) - COMM 190Z - DIRECTED STUDY - 2 - Application - A successful student will increase their ability to apply a communication topic of study in academic, professional, or personal situations. (Created By Department - Communication Studies (COMM))	Assessment Method: Direct study presentation with instructor. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will receive a grade of "C" or higher on the direct study presentation.		
Course-Level SLO Status: Active			
Department - Communication Studies (COMM) - COMM 1A - PUBLIC SPEAKING - 1 - Strategies - A successful student will be able to organize strategies for oral communication. (Created By Department - Communication Studies (COMM))	Assessment Method: A minimum of five public presentations Assessment Method Type: Presentation/Performance Target for Success: Acquire competence in the discovery, critical	10/16/2012 - The number of required presentations and speech critique responsibilities for fellow classmates provides students ample opportunity and experience in examining perspectives of ethics, reasoning, and advocacy. The practice also helps to reduce communication	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>evaluation, an reporting of information</p>	<p>apprehension. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: Research software, presentation materials, expansion of video/library resources. GE/IL-SLO Reflection: 1. Communication 2. Creative critical and analytical thinking</p>	
<p>Department - Communication Studies (COMM) - COMM 1A - PUBLIC SPEAKING - 2 - Presentations - A successful student will be able to evaluate oral presentations. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 1AH - HONORS PUBLIC SPEAKING - COMM 1AH SLO#1 - A successful student will demonstrate an increase in presentation confidence. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Two surveys (start-of-course and end-of-course) comparing self-reported presentation confidence. Assessment Method Type: Survey Target for Success: A measurable increase in self-reported presentation confidence.</p>	<p>12/20/2011 - Students were asked, "If you experience physiological reactions prior to, or during, your public speech, are you able to actually channel that energy in a positive way?" Prior to taking the course, 35% of students agreed or strongly agreed. After taking the course, 74% of students agreed or strongly agreed. Students were asked, "Of the following choices, some words that comes to mind when you think of public speaking are (choices listed here include before/after percentages): Terrifying 35%/20%, Fun 45%/70%, Challenging 88%/95%, Great 25%/50%." Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: These survey results were fascinating, especially the descriptive word survey.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Notably, the number of students terrified by public speaking was nearly cut in half, and, by the end of the course, twice as many students described public speaking as great. Interestingly, more students considered public speaking to be challenging AFTER the course as before the course, which confirms that true learning was taking place, and demonstrated heightened student appreciation for the importance of the field.</p>	
<p>Department - Communication Studies (COMM) - COMM 1AH - HONORS PUBLIC SPEAKING - COMM 1AH SLO#2 - A successful student will organize and deliver an effective speech. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class presentation</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Passing grade on in-class speech presentation</p>	<p>12/20/2011 - Throughout the quarter, the students deliver a variety of in-class speech presentations. Selecting the narrative speech as a sample, the average individual student grade was 93%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Students demonstrated competency in the area of effective speech organization and delivery.</p>	
<p>Department - Communication Studies (COMM) - COMM 1B - ARGUMENTATION & PERSUASION - COMM 1B SLO#1 - A successful student will be able to distinguish a fallacious argument from empirical truth. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Quiz</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Passing grade on logical fallacies quiz</p>		
<p>Department - Communication Studies (COMM) - COMM 1B - ARGUMENTATION & PERSUASION - COMM 1B SLO#2 - A successful student will be able to identify evidence from credible sources in support of</p>	<p>Assessment Method: In-class presentation</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>research analysis. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Passing grade on in-class presentation requiring research analysis and credible evidence.</p>		
<p>Department - Communication Studies (COMM) - COMM 1BH - HONORS ARGUMENTATION & PERSUASION - COMM 1BH SLO#1 - A successful student will be able to distinguish a fallacious argument from empirical truth. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 07/20/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: critical evaluation of assigned written work</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: completion of required project</p>	<p>12/15/2011 - The average score on the logical fallacies quiz was 97% (grade of A.) This was far better than expected, and demonstrates a high level of competence and understanding.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>12/15/2011 - This student learning outcome has been achieved.</p> <hr/> <p>12/15/2011 - This assessment showed that this particular student learning outcome has been achieved.</p> <hr/>
<p>Department - Communication Studies (COMM) - COMM 1BH - HONORS ARGUMENTATION & PERSUASION - COMM 1BH SLO#2 - A successful student will be able to deliver an effective persuasive speech (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 07/20/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class presentation</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Passing grade on in-class presentation requiring evidence from credible sources in support of research analysis</p>	<p>12/15/2011 - The average student score on the in-class debate presentation was 91% (grade of A minus.) This result far exceeded the target goal.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Students are identifying evidence from credible sources, and using this evidence in support of their research analysis, as demonstrated by the in-class presentation assignment success.</p>	
<p>Department - Communication Studies (COMM) - COMM 2 - INTERPERSONAL COMMUNICATION - 1 - Patterns - A successful student will be able to identify patterns in interpersonal relationships. (Created By Department - Communication Studies (COMM))</p>	<p>Assessment Method: Examination on patterns in interpersonal relationships.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of "C" or</p>	<p>06/29/2012 - For Spring quarter 2012, students in four sections of Comm 2 scored averages of approximately 86%, 86%, 89%, and 89% over eleven examinations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>11/18/2011 - The exam averages meet target for success. Higher exam results desired for lowest performing section.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>higher on the examination.</p>	<p>2011-2012 Resource Request: More instructional (books) and media material (DVDs) requested to enhance instruction and student learning. GE/IL-SLO Reflection: The exam averages meet target for success. Higher exam results desired for lower performing sections.</p>	
<p>Department - Communication Studies (COMM) - COMM 2 - INTERPERSONAL COMMUNICATION - 2 - Utilization - A successful student will be able to utilize appropriate communication patterns in interpersonal communication situations. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Presentation on communication patterns in interpersonal communication situations. Assessment Method Type: Presentation/Performance Target for Success: 80 percent of students will receive a grade of "C" or higher on the presentation.</p>		
<p>Department - Communication Studies (COMM) - COMM 3 - FUNDAMENTALS OF ORAL COMMUNICATION - COMM 3 SLO#1 - A successful student will be able to critically examine verbal and nonverbal communication. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: critical evaluation of assigned project Assessment Method Type: Research Paper Target for Success: competency in research skills</p>	<p>09/18/2012 - Students averaged 95/100 points on a written assignment requiring critical examination of verbal and non-verbal communication. Result: Target Met Year This Assessment Occurred: 2011-2012</p>	
<p>Department - Communication Studies (COMM) - COMM 3 - FUNDAMENTALS OF ORAL COMMUNICATION - COMM 3 SLO#2 - A successful student will be able to analyze forms of communication in various contexts. (Created By Department - Communication Studies (COMM))</p> <p>Start Date:</p>	<p>Assessment Method: critical evaluation of assigned project Assessment Method Type: Research Paper Target for Success: competency in research skills</p>	<p>09/18/2012 - Students successfully completed a written assignment requiring analysis of non-verbal communication in various contexts. Result: Target Met Year This Assessment Occurred: 2011-2012</p>	<p>09/18/2012 - Changing the assessment method from research paper to in-class speech will provide more comprehensive assessment of this particular learning outcome. Will make this change for 2012-2013.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
09/26/2011			
Course-Level SLO Status: Active			
<p>Department - Communication Studies (COMM) - COMM 36 - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 1 - A successful student will be able to form critical thinking focus, assess complexities and patterns of issue in a project with instructor and other students if appropriate. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 06/30/2012</p> <p>End Date: 07/30/2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 36 - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 2 - A successful student will be able to improve research and/or information gathering ability. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 36X - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 1 - A successful student will be able to form critical thinking focus, assess complexities and patterns of issue in a project with instructor and other students if appropriate. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 06/30/2012</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>End Date: 07/30/2013</p> <p>Course-Level SLO Status: Active</p> <p>Department - Communication Studies (COMM) - COMM 36X - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 2 - A successful student will be able to improve research and/or information gathering ability. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 36Y - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 1 - A successful student will be able to form critical thinking focus, assess complexities and patterns of issue in a project with instructor and other students if appropriate. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 06/30/2012</p> <p>End Date: 07/30/2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 36Y - SPECIAL PROJECTS IN COMMUNICATION STUDIES - SLO 2 - A successful student will be able to improve research and/or information gathering ability. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Communication Studies (COMM) - COMM 36Z - SPECIAL PROJECTS IN SPEECH - SLO 1 - A</p> <p>successful student will be able to form critical thinking focus, assess complexities and patterns of issue in a project with instructor and other students if appropriate. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 06/30/2012</p> <p>End Date: 07/30/2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 36Z - SPECIAL PROJECTS IN SPEECH - SLO 2 - A</p> <p>successful student will be able to improve research and/or information gathering ability. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Communication Studies (COMM) - COMM 4 - GROUP DISCUSSION - 1 - Components - A successful student will be able to identify components of effective small group interaction. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will successfully complete a written observational analysis of small group communication.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 90% successful completion</p>	<p>09/28/2012 - 94% of students successfully completed this written observational analysis.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
<p>Department - Communication Studies (COMM) - COMM 4 - GROUP DISCUSSION - 2 - Interaction - A successful student will be able to demonstrate effective methods of interacting with groups. (Created By Department - Communication Studies (COMM))</p>	<p>Assessment Method: Successful participation in an in-class group project.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 90% of students will earn a passing grade on</p>	<p>09/28/2012 - 96% of students earned a passing grade on an in-class group project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>in-class group project.</p>		
<p>Department - Communication Studies (COMM) - COMM 54 - INTERCOLLEGIATE SPEECH/DEBATE - COMM 54 SLO#1 - A successful student will be able to prepare an individual speech appropriate for the intercollegiate circuit. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: In-class presentation Assessment Method Type: Presentation/Performance Target for Success: Passing grade on individual speech appropriate for the intercollegiate circuit.</p>	<p>12/20/2011 - 85% of students who started the course earned a passing grade on the individual speech. Result: Target Met Year This Assessment Occurred: 2011-2012 GE/IL-SLO Reflection: Creating an individual speech appropriate for the intercollegiate circuit is a challenging assignment. Students explored a variety of topics and speech styles. The target was met for this assessment.</p>	
<p>Department - Communication Studies (COMM) - COMM 54 - INTERCOLLEGIATE SPEECH/DEBATE - COMM54 SLO#2 - A successful student will demonstrate the ability to evaluate and critique an individual speech or debate. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Written evaluation/critique Assessment Method Type: Essay/Journal Target for Success: Passing grade on written evaluation/critique of individual speech or debate.</p>		
<p>Department - Communication Studies (COMM) - COMM 54A - FORENSIC SPEECH - COMM 54A SLO#1 - Students will be able to deliver a competition-worthy individual speech. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/24/2012 End Date: 01/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Successful completion of individual speech performance assignment with "B" grade or better. Assessment Method Type: Presentation/Performance Target for Success: At least 90% of enrolled students will qualify.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Communication Studies (COMM) - COMM 54A - FORENSIC SPEECH - COMM 54A SLO#2 - Student will be able to give a proper oral critique of individual speeches. (Created By Department - Communication Studies (COMM)) Start Date: 09/24/2012 End Date: 01/25/2013 Course-Level SLO Status: Active	Assessment Method: Following intercollegiate formatting, students will successfully provide an oral speech critique including both constructive criticism and suggestions for improvement. Assessment Method Type: Observation/Critique Target for Success: 90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54B - FORENSIC DEBATE - COMM 54B SLO#1 - Students will be able to deliver a competition-worthy debate speech. (Created By Department - Communication Studies (COMM)) Start Date: 09/24/2012 End Date: 01/25/2013 Course-Level SLO Status: Active	Assessment Method: Successful completion of debate performance with "B" grade or better. Assessment Method Type: Presentation/Performance Target for Success: 90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54B - FORENSIC DEBATE - COMM 54B SLO#2 - Student will be able to give a proper oral critique of a parliamentary debate. (Created By Department - Communication Studies (COMM)) Start Date: 09/24/2012 End Date: 01/25/2013 Course-Level SLO Status: Active	Assessment Method: Following intercollegiate formatting, students will successfully provide an oral critique of a parliamentary debate involving multiple participants. Assessment Method Type: Observation/Critique Target for Success: 90% of enrolled students will qualify.		
Department - Communication Studies (COMM) - COMM 54C - FORENSIC ORAL INTERPRETATION - COMM 54C SLO#1 -	Assessment Method: Successful completion of an oral interpretation performance assignment with		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Students will be able to deliver a competition-worthy oral interpretation performance. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 01/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>"B" grade or better.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 90% of enrolled students will qualify.</p>		
<p>Department - Communication Studies (COMM) - COMM 54C - FORENSIC ORAL INTERPRETATION - COMM 54C SLO#2 - Student will be able to give a proper oral critique of an oral interpretation speech. (Created By Department - Communication Studies (COMM))</p> <p>Start Date: 09/24/2012</p> <p>End Date: 01/25/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Following intercollegiate formatting, students will successfully provide an oral critique of an oral interpretation speech, including both constructive criticism and suggestions for improvement.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 90% of enrolled students will qualify.</p>		
<p>Department - Communication Studies (COMM) - COMM 55 - CAREER & LEADERSHIP COMMUNICATION IN THE GLOBAL WORKPLACE - 1 - Patterns - A successful student will be able to Identify patterns in professional communication. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Examination on patterns in professional communication.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will receive a grade of "C" or higher on the examination.</p>	<p>06/29/2012 - For Spring quarter 2012, students in Comm 55 have scored an average of 92% over five examinations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More instructional (books) and media material (DVDs) requested to enhance instruction and student learning</p> <p>GE/IL-SLO Reflection: The exam average meet target for success.</p>	<p>11/18/2011 - The exam averages meet target for success.</p>
<p>Department - Communication Studies (COMM) - COMM 55 - CAREER & LEADERSHIP COMMUNICATION IN THE</p>	<p>Assessment Method: Presentation on patterns in professional communication.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>GLOBAL WORKPLACE - 2 - Utilize - A successful student will utilize appropriate communication patterns in professional communication situations. (Created By Department - Communication Studies (COMM))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will receive a grade of "C" or higher on the presentation.</p>		