

Course ID	Course Name	Course SLO	Reporting Period	Number of Sections Assessed	Number of Students Assessed	Result	% of Students Who Met the SLO	Areas of Outstanding Student Performance	Areas of Student Performance in Need of Improvement	SLO Identified Resource Needs (See Instructions)	Explanation of Resources Needed
COMM 301	Introduction to Public Speaking	Compose formal written outlines that reflect fully developed, logically structured, and unified oral presentations.	2017 - 2018: Spring 2018	3	78	Almost all students performed at least at the proficient level. A significant portion performed at the mastery level.	73	With the aid of FLC library services, the writing center and DSPS, students overall did outstanding work on choosing relevant topics, organizing ideas, conducting research, properly citing sources and supporting their ideas with logic, evidence and reasoning in detailed sentence outline format, using consistent symbols and indentation.	Several students appeared to need a great deal more time and assistance to be able to complete the outlines. A few appeared to be simply unwilling to invest the time and effort needed to complete the assignment adequately. These students were contacted through the early alert system and their counselors were notified. It is still unclear what more could be done to assist these students. Generally these students turned in very skeletal and incomplete outlines. A few students tried to circumvent the research process believing that their own knowledge should be sufficient to support their ideas, despite my lectures and instructions to the contrary. Perhaps dedicated tutors would be helpful, along with more listening skills development.	Tutors	Several students appeared to need a great deal more time and assistance to be able to complete the outlines. A few appeared to be simply unwilling to invest the time and effort needed to complete the assignment adequately. These students were contacted through the early alert system and their counselors were notified. It is still unclear what more could be done to assist these students. Generally these students turned in very skeletal and incomplete outlines. A few students tried to circumvent the research process believing that their own knowledge should be sufficient to support their ideas, despite my lectures and instructions to the contrary. Perhaps dedicated tutors would be helpful, along with more listening skills development.
			2017 - 2018: Spring 2018	3	78	Almost all students performed at least at the proficient level. A significant portion performed at the mastery level. [more]	95	With the aid of the writing center, the library and DSPS, students typically performed well in constructing their outlines in most of the areas assessed for their outlines.	The few students who did not meet the proficiency requirement for this SLO seemed to be unmotivated, even after use of Early Alert and meeting with counselors. Some insisted that their own knowledge on the topic should be sufficient and resisted the requirement of producing the outline and doing the research. Some just seemed like they needed more time and assistance to be able to successfully complete the assignment.	Tutors	Sometimes it seems like because we are split between campuses, students have a hard time finding an available time to get extra assistance from instructors. Perhaps dedicated tutors could help with coaching students who need a lot more help organizing their ideas, and making the connections to the need for research and how to put together a proficient detailed sentence outline.
COMM 305	Oral Interpretation	Analyze and assess a variety of Western and non-Western literary works, including poetry, prose, and drama, for inclusion in a performance script.	2017 - 2018: Fall 2017	1	26	100% (26/ 26) of students successfully answered two essay quiz questions and delivered two performances that directly assessed students ability to identify and analyze the difference between Western and non-Western literary works.	100	Students did an outstanding job picking different works that complemented their personalities and interest as well as celebrate the difference between Western and non-Western styles.		None	none

		Compose individual and/or group oral presentations appropriate to the message, the audience and the context.	2017 - 2018: Fall 2017	1	26	100% (26/ 26) of students successfully completed a individual and/or group oral presentation appropriate to the message, the audience and the content.	100	My favorite part of this class was watching students grow in confidence and willingness to new methods of delivery. As an educator, I found this class truly enjoyable to teach!	none	None	none
		Demonstrate a range of verbal and non-verbal communication techniques to bring the literature to life and heighten the effectiveness of the performer's message.	2017 - 2018: Fall 2017	1	26	91% (23/ 26) of students successfully demonstrated a range of verbal and non-verbal communication techniques which brought the literature to life and heighten the effectiveness of the performer's message.	91		Although the success rate for this class is relatively high, I believe this SLO to be one of the most important SLO for this class. I would suggest for future classes that more time is spent on the verbal and non-verbal communication techniques to help improve the success to 100%.	Equipment, Facilities	Having a space so students could record themselves practicing could help students feel more comfortable. EDC doesn't have a communication lab space! If we has a place for students to practice and record themselves, I could include it within the class assignments.
		Identify historical and theoretical foundations in the field of oral interpretation.	2017 - 2018: Fall 2017	1	26	91% (23 out of 26) of students successfully answered multiple essay quiz questions that directly assessed students ability to identify historical and theoretical foundations in the field of oral interpretation.	91	On average students scored 90% on each question. In class discussions were rich and enjoyable as students demonstrated a solid understanding of the theoretical foundations and rich history of oral interpretation.		None	none
		Illustrate the importance of narration and dialogue through the performance of unified, coherent and thematically driven literary scripts.	2017 - 2018: Fall 2017	1	26	100% (26/ 26) of students successfully answered two essay quiz questions that directly assessed students ability to identify and illustrate the importance of narration and dialogue though the performance of unified, coherent and thematically driven literary scripts.	91	Not only did the students do a great job answering the quiz questions, but they also did a great job integrating narration into their class	none	None	none

COMM 311	Argumentation and Debate	Differentiate the nature and function of argumentation in various communication contexts.	2017 - 2018: Spring 2018	1	1	Two multiple choice quizzes and the final debate presentations illustrate the degree to which students met SLO 1. Lecture and reading assignments establish the role of argumentation as a symbolic activity, in comparison to and in contrast with other communication contexts. Quiz #1 and #2 assessed student recognition that argumentation is a communication context necessary to resolve differences of opinion and engage in problem solving. Q1 the class average was 12.3 of 15, demonstrating an awareness of audience Q2 the class average was Debate presentation 1 Debate presentation 2	10	m	m	Tutors	m
COMM 325	Intercultural Communication	Demonstrate an understanding of the basic skills for communicating with people from different cultures and recognize barriers to effective intercultural competencies, such as stereotyping, racism, prejudice, and ethnocentrism.	2017 - 2018: Fall 2017	1	66	88% of students responded affirmatively to both questions: "Did this class help you demonstrate an understanding of the basic skills for communicating with people from different cultures?" and ""Did this class help you recognize intercultural barriers such as stereotyping, racism, prejudice, and ethnocentrism?"	88	Many students wrote extensive responses about how the course had helped with both areas; many students specifically referenced an intercultural interview assignment they had to conduct and write about as well as a video we watched together in class.	Only a handful of students reported negatively on either question, and most of those gave a "Yes, but..." response, such as "Yes, but I was already pretty aware of these things before I entered this class."	None	No resources needed

		Identify the components of culture and communication, including cultural values, the deep structures of culture, and communication behaviors that are affected by cultural differences.	2017 - 2018: Fall 2017	1	66	51 of 66 students (74.8%) met this SLO.	78	30% of students were able to correctly identify two or more cultural constructs that affect communication.	Nearly 23% of students surveyed could not identify a single cultural construct that affects communication, or gave a "non-response," such as "It might affect one's behavior because of how he or she was raised."	Other	This was self-report data collected during a final session. This assessment is somewhat misleading because 1) some of the highest performing students in the class did not need the points they could garner on this activity, so several of the "star" students did not take this assessment; and 2) Class participation points were given for completing the survey, so students may not have been incentivized to try harder to recall information. So instructor needs training/guidance on more effective SLO assessment.
			2017 - 2018: Spring 2018	2	61	Almost all students performed at least at the proficient level. A significant portion performed at the mastery level	90	More than half the students, 32 out of 61 performed at the mastery level, meaning they earned an A on the assignment, demonstrating a deep understanding of the culture they studied, including empathy and tolerance for difference.	Of the students who did not demonstrate proficiency on this topic, some areas for improvement included intolerance, no or poor research, relying on negative stereotypes, lack of connection to diverse cultures and simply not completing the assignment.	Other	More culturally diverse presenters, events and activities available throughout the semester for students to access and assess.
		Recognize and explain commonly accepted taxonomies for describing cultural variability, communication styles, and cultural influence upon verbal and nonverbal language usage.	2017 - 2018: Fall 2017	1	66	39% of students were able to recall three of the five dimensions of cultural variability presented by Geerte Hofstede.	39	54% of students could recall two or more of Hofstede's dimensions; only 39% could identify three or more.	Despite having spent an entire class session on this material - and fairly recently - the majority of students were not able to correctly recall/identify three or more of these dimensions. Many simply wrote "I don't remember" or "It's a framework for explaining how cultures differ."	Other	Professional Development. What instructional methodologies are effective in helping student best retain material?