

College of San Mateo

COMPREHENSIVE PROGRAM REVIEW & PLANNING

Form Approved 9/2/2008:
Governing Council
Revised: 2/21/2010

DEPARTMENT OR PROGRAM: Communication Studies

DIVISION: Language Arts

I. DESCRIPTION OF PROGRAM

Communication Studies

II. STUDENT LEARNING OUTCOMES (SLOs)

A. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

- **First cycle, 2008-09.** The department launched a pilot study, pre-TracDat, of all SLOs in every course; results were tabulated and recorded on a spreadsheet, but not added retroactively to the TracDat database.
- **Second cycle, 2009-10.** The department's actions were inconsistent: instructors *either* assessed all SLOs, *or* reduced the number of SLOs to assess, for every course.
- **Third cycle, 2010-11.** The department was instructed to select and assess *only* selected SLOs in every course. Those who had assessed all SLOs for every course discontinued the practice.
- **Fourth cycle, 2011-12.** The department is asked to assess all SLOs in every course. SLO data will be submitted by faculty by the end of Spring 2012 and entered into TracDat during Summer 2012.

Student performance for each learning outcome is ranked on a 4.0 to 0.0 scale, mirroring the intervals of whole grades: 4.0 = A; 3.0 = B; 2.0 = C; 1.0 = D; 0.0 = F. Results are *averaged* for total number of sections of each course to determine whether students successfully mastered a given outcome. Successful performance would fall within the range of 4.0 to 2.0.

Looking at the "*Unit Course Assessment Report*" [attachment 1], results indicate the criterion—that is, a passing grade of C--has been met for every course. For example, COMM 110's SLO1 is *Outlining: "write speech outline that demonstrates proper organizational components."* When faculty assessed randomly chosen student outlines on a 4-item grid, SLO1 yielded an average of 2.6 (C+) in the 2009-10 *Reporting Cycle* and 3.3 (B) in the 2010-11 *Reporting Cycle*.

Student learning outcome data produce only broad results [see discussion in IIB], and conclusions or trends derived from SLO data have not added much value to understanding how to better teach the course to our student population. One exception was SPCH 150 (COMM 150), where the instructor altered an exam question after the learning outcome indicated that the prompt had confused students.

B. Briefly evaluate the department's assessment of SLOs. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future

assessment cycles; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)

The core of department offerings revolves around the Basic Course. The Basic Course—usually public speaking or a hybrid course that combines public speaking, interpersonal, and group communication—has been surveyed and studied since 1968 under the auspices of the National Communication Association. *“The Basic Communication Course at Two- and Four-Year U.S. Colleges and Universities: Study VIII – The Fortieth Anniversary,”* Sherwyn P. Morreale, David W. Worley, and Barbara Hugenberg, includes a real world reference to the National Association of Colleges and Businesses’ 2009 job survey. Employers seek in applicants five ranked personal qualities and skills: “communication skills (verbal and written), a strong work ethic, teamwork skills (works well with others), initiative and analytical skills.” Through course content, diverse assignments, and personal example, Communication Studies faculty seek to instill these qualities and practices in students.

Quantitative measures focus on small technical skills that can be captured as learning outcomes. Such discrete “skills” are incommensurate with being an effective communicator across the contexts of public speaking, interpersonal, small group, intercultural, or performance of literature. Empathy [regard for others] and ethical decision-making, important to effective communication, are not identified in any course learning outcomes. The data show the department’s identified learning outcomes resulted in student success; however, an effective communicator’s habits of mind and practice—our desired outcome--remain difficult to quantify.

- C. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this *Program Review and Planning* report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility
COMM 110	X	X	X	X	X
COMM 130	X	X	X	X	X
COMM 140	X	X	X	X	X
COMM 150	X	X	X	X	X
COMM 170/171	X	X	X	X	X
COMM 855	X	X	X	X	X
COMM 860	X	X	X	X	X

III. DATA EVALUATION

- A. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g.

changes in prerequisites, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

2010-11 data indicate Communication Studies has strong retention and success relative to most departments in the Language Arts Division:

COMM LOAD	513	RETENTION	90%	SUCCESS	74%
ENGL LOAD	444	RETENTION	80%	SUCCESS	64%
ENGL & LIT LOAD	447	RETENTION	80%	SUCCESS	65%
ESL LOAD	431	RETENTION	77%	SUCCESS	61%
FILM LOAD	797	RETENTION	78%	SUCCESS	66%
READ LOAD	601	RETENTION	73%	SUCCESS	62%

Communication Studies courses are taught as a blend of theory and praxis; for example, in addition to methods of instruction that include lecture, group discussion, and peer collaboration, course design of COMM 110 ensures 30 minutes of solo speaking experience for *each* student during the semester. The course cap, set at 29, is higher than many courses taught at two- and four-year colleges and universities: *"Aggregating responses of two- and four-year schools resulted in 4.9% (n =13) of respondents indicating an enrollment cap of 15 to 18 students, 20.7% (n =46) indicated a 19 to 22 cap, 42.6% (n =80) a cap of 23 to 26, 22.3% (n =33) a cap of 27 to 30, 7.7% (n =18) a cap of over 30 or more students, and 3.6% (n =5) no enrollment cap."* [my emphasis; Morreale, Worley, and Hugenberg] Coupled with course cap, retention rate remains high, even beyond first census; both factors generate the FTES that make a small department [four full-time and three-part time faculty] the twelfth largest program at the college. Communication Studies has become even more productive than had been reported in the *College of San Mateo Educational Master Plan, 2008*, where the department was ranked 14th among the college's "large programs" [CSM Instructional Programs: Productivity Analysis," p. 114]. The department success rate, 74%, may be attributed to how our use of multiple measures [oral presentations, group work, homework, quizzes or tests] accommodate learners of different backgrounds and learning styles.

The department used PRIE data to inform the dean's programming decisions, advising elimination of the T/TH 8 am COMM 110 class, to be replaced with COMM 130. Compared with other COMM 110 time slots in the regular academic year, the T/TH 8 am COMM 100's fill rate, retention rate, and success rate were consistently low. Since programming discussions and decisions occur one year in advance, the Spring 2012 schedule will reflect the department's recommendation.

The department also used PRIE data in a programming decision to restore one summer COMM 110 section. Summer semester COMM 110 offerings [8 am and 10:30 am] show impressive fill, retention, and success rates compared with sections offered during the regular academic year. We capitalized on these positive results by offering one section of COMM 110 and reducing COMM 130 by one section. The ratio of COMM 110 (3 sections) and COMM 130 (5 sections) had become unbalanced anyway--we had not noticed until we looked at the data. In Fall 2010, the department requested PRIE data on summer COMM 110 students' educational status, believing the compressed semester and greater academic preparation contributed to greater retention and success; we have not yet received the data to further investigate these variables.

The department has informally discussed the Recommended Preparation for its transferable courses [96% of Communication Studies offerings]. *"Eligibility for ENGL 100"* appears as an advisory, but students enroll regardless of placement, eligibility, or ability to succeed. Even students enrolled in, or who have passed ENGL 100 or 165, struggle with critical thinking and research, basic reading and writing skills, study skills [investing a minimum of two hours outside of class per one hour of class and one hour *to be arranged* each week]--not to mention mastery of the oral communication skills that comprise course content. This department takes issue with many recommendations advanced by the California Community Colleges Task Force and the Institute for Higher Education Leadership & Policy

[*Consequences of Neglect: Performance Trends in California Higher Education*]; however, we acknowledge that “a vast majority of first-time entering California Community Colleges are underprepared for college work” [*Refocusing California Community Colleges Toward Student Success: Draft Recommendations*, p. 15]. We have formulated no plans, but would like categorical student support services, such as EOPS, CARE, or DSPS, be proactively involved with their students’ registration in, experience with, and completion of courses.

Opportunities to complement learning—specifically, TBA assignments--will be increased by the new Communication Studies Resource Center. The resource center will serve Communication Studies students beginning Spring 2012; its location within the Learning Center will triple the hours of operation and line of sight supervision. More assignments that utilize state-of-the-art digital recording and playback capabilities will be added. The new facilities will necessitate that faculty rewrite assignments based on old media (VHS, mini-DV cassettes) and build into their syllabi hands-on opportunities for students to learn TBA assignment procedures and operation of new equipment. Class time for a more detailed, hands-on orientation to the resource center will be needed because *staffing by specialists* (discipline faculty, dedicated Communication Studies Instructional Aide [.48], and Student Assistant) still amounts to about 38 hours/week for about twenty-six courses.

- B. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

The department observes that the ratio of FT to PT units of credit instruction is out of compliance with the 75/25 law. PRIE “*Core Program and Student Success Indicators, Spring 2012 Cycle*” variably reports the percentage of full-time as 64% or 65% [*Core Program and Student Success Indicators, Spring 2012 Cycle*]. While we would like to request a full-time, tenure-track position to meet compliance requirements of the Faculty Obligation Number [FON], departments across the college are out of compliance with the 75% full-time faculty standard. Even within Language Arts, the ratio of credit instruction taught by English full-time faculty [47%] requires immediate remedy. Other departments in the division meet or exceed the 75% goal: ESL [75%], FILM [100%], READ [90%--an error, because no part-time faculty are identified in the column].

- C. Referring to the Productivity [LOAD] data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its productivity target? If the productivity target needs to be adjusted, please provide a rationale.

The State’s productivity measure is 525 WSCH/FTEF (LOAD) and department LOAD for 2010-11 is 513.

The department [specifically, full-time faculty at the Spring 2011 scheduling meeting] agreed to increase summer sections of COMM 110 after observing that summer sections are statistically superior in fill rate, retention, and success. [See previous discussion, IIIA.] However, summer enrollment is *separate from* FTES captured during the regular academic year—the standard for productivity comparisons between departments—so the action will have no effect on the department’s FTES.

Further, as mentioned in IIIA, *Data Evaluation*, the department has good LOAD [513], retention [90%], and success [74%]. The department discussed [see *Program Review, 2009-10*] developing a theory-based *Foundations of Communication* course, much like an introductory psychology or sociology course. Psychology has a LOAD of 929 and retention of 89%. Sociology has a LOAD of 629 and retention of 83%. Overall success is 70% and 59%, respectively. These allied disciplines show higher productivity, yet the

success rate is lower—although, at 70%, Psychology's success rate is nearly comparable with ours. However, Communication Studies classes attract students who enroll without meeting course minimum qualifications; our courses, designed with inclusion of the practical component of skills development, are a more defensible choice than one based on a lecture format. We would like to learn from the success of Psychology *and* continue to provide course content and pedagogy that best serves learners at the college.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- A. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. (*Note that item IV b, below, specifically addresses equity, diversity, age, and gender.*)

We believe the department is addressing student needs. The Ryan Act [1970] eliminated the teacher credential in Communication Studies. What resulted is an absence of teachers trained in the discipline *and* systematic oral communication education in grade levels K-12. The implication is that students in Communication Studies courses are likely taking their first and only oral communication course at College of San Mateo. College faculty whose courses require oral presentations or collaborative work likely do not realize in their students the lack of prior instruction in critical listening, interpersonal communication, public speaking, and working in groups. Communication Studies provides service courses that better prepare students to succeed in presentations and group projects across the curriculum.

Finally, Communication Studies' success rate across all sections is 74%--the highest in the Language Arts Division. We hope to accommodate even more diverse learners through offering a new option for COMM 110: see IVB below.

- B. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

The department needs to address those students who place into the ESL or basic skills sequence but go on to enroll in our transfer-level courses. Some students do not meet the recommended preparation, *eligibility for ENGL 100*, and go on to pass our classes with a C or better. Others, not meeting the recommended preparation, enroll, struggle, and eventually drop, taking a seat from a potential student who may have been better equipped for success. Because most classes incorporate complex, collaborative projects towards the latter half of the semester, course attrition has a ripple effect--not only affecting the individual student, but that student's group and the entire class.

The department should develop a COMM 110 [Public Speaking] course designed for students who test high on the PRCA-24, McCroskey's *Personal Report of Communication Apprehension*. The course would be appeal to diverse individuals, including learners who identify state or generalized-context communication apprehension, those from high context cultures, ESL or basic skills students, and those students wanting more dedicated class time for mastery of content and skills. Perhaps COMM 110 could be offered as a five-unit, daily course with a TBA expectation of one hour/week.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- A. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<ul style="list-style-type: none"> • Award-winning, recognized program • Diverse academic preparation and backgrounds of faculty • Existing Communication Studies Resource Center that complements student learning, particularly use and playback of digitally recorded speech events • Move to a new Communication Studies Resource Center with state-of-the-art equipment and extended hours of service 	<ul style="list-style-type: none"> • Relationships with current and former students • A destination program, on account of the future Communication Studies Resource Center • Established and respected in community and Bay 10 • Relationships with civil rights and community groups
Weaknesses	<ul style="list-style-type: none"> • Ratio of credit instruction taught by full- and part-time faculty is out of compliance with state mandate • Lack of staffing commensurate with department productivity and relative to other departments in division • One third or more enrolled students below recommended level of preparation in transfer-level courses [all course offerings, COMM 855 and COMM 860 excepted] • Lack of targeted strategies to address unequal student retention and success in some populations • Lack of perceived value of SLO work 	<ul style="list-style-type: none"> • Students do not know, or see value in, Student Learning Outcomes • College has no record of promotion and external fundraising for the department
Opportunities	<ul style="list-style-type: none"> • Develop hybrid online public speaking course [Lisa Perry, in process] • Develop late-start course [Motoyama] • Revise course outlines to require videotaping/viewing of speeches, presentations, interviews, discussions across sections • Migrate all course information onto WebAccess • Boost summer sections of COMM 110 due to statistically significant, consistent rates of enrollment, retention, and success 	<ul style="list-style-type: none"> • Write grants to bring a separate revenue stream to the department and its resource center [faculty initiative]
Threats	<ul style="list-style-type: none"> • Further reduction of course offerings due to budget cuts 	<ul style="list-style-type: none"> • Archaic Title 5 regulations governing "distance education" and "TBA"

	<ul style="list-style-type: none"> • Loss of long-time part-time faculty due to budget cuts • Loss and lack of replacement of tenure track faculty • Exponential growth of non-teaching responsibilities assumed by full-time faculty • Burnout of teaching faculty 	<ul style="list-style-type: none"> • Loss of TBA monies for college • Loss of resource center • Loss of .48 Instructional Aide, a position funded on soft monies (Measure G)β • Conflation with Learning Center • State adoption of performance-based funding
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- B. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)

N/A

VI. Goals, Action Steps, and Outcomes

- A. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011*, *Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.

Goal I. Ensure that long-time part-time faculty remain with the department.

Goal II. Initiate set of best practices for the new Communication Studies Resource Center based on evidence.

- B. Identify the action steps your program will undertake to meet the goals you have identified.

Goal I. Full-time faculty have discussed contingency plans for handling possible class cancellations. We understand which full-time faculty are flexible in teaching assignments and have discussed plans with part-time colleagues. Basically, there are no further action steps for Goal 1.

Goal II. The Communication Studies Resource Center begins service in Spring 2012.

- Develop open-ended questionnaire to improve value of learning to students.
- Develop open-ended questionnaire to improve services to students.
- Use data to improve perceived value of the resource center for students

- C. Briefly explain, specifically, how the program's goals and their actions steps relate to the *Educational Master Plan*.

Part time faculty have been a presence from the inception of the *1960 Master Plan for Higher Education*. Since then, what had been part-time, temporary faculty used in a college's evening programs ended up becoming the majority of our labor force in the system and at College of San Mateo. *College of San Mateo Educational Master Plan, 2008*, "Attracting and Retaining Faculty and Staff," states the need for student-centered faculty [p. 14], and the need for diverse faculty is repeated in different parts of the document [p. 14, 19], but the document is silent on the role and responsibilities of part-time faculty *and* full-time faculty's role and responsibility toward our colleagues. "Employee

Profile" [p. 79] presents the breakdown of 140 full-time and 368 part-time faculty, numbers which imply a pattern of non-replacement of full-time faculty (both instructional and non-instructional) and reliance on part-time faculty.

We can surmise the trend is caused by lower "employment costs," since part-time colleagues teach *with us*, not in occupational fields or specialties, and the college is not beset by "sudden growth or decline." [*Workgroup on 75/25 Issues: Report and Recommendations, 2005*, Chancellor's Office, California Community Colleges, p. 6]. We support the *Board of Governor's Policy on Pro Rata Pay*, adopted March 1977:

The Board of Governors finds no basis for differing pay schedules for full-time and part-time Community College faculty members where in class and out of class responsibilities are the same. Therefore, in such instances the Board of Governors supports equal pay for equal work (pro rata pay). [*Part-Time Faculty: A Principled Perspective*, Academic Senate for California Community Colleges, Spring 2002, p. 17].

As comparable pay for comparable work is a negotiated issue, the department can support part-time colleagues by being flexible with class schedules and using overload judiciously. This department made a decision to take on overloads so that, in times of budget austerity, we would be able to redistribute from a larger pool of courses.

The Communication Studies Resource Center, in sync with the classroom experience, will offer unified, state-of-the-art technology to deliver instructional services [*College of San Mateo Educational Master Plan, 2008*, p. 13]. The Digital Divide, which separates students into "haves" and "have-nots" where computer ownership and internet usage are concerned [*College of San Mateo Educational Master Plan, 2008*, p. 131], can be surmounted by providing a resource center that is accessible to Communication Studies students. The resource center can be improved by the advice of students being served. Capturing students' experience through point-of-contact surveys will be an important part of our learning.

- D. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.

Goal I. Part-time faculty

- A. Part-time faculty remain integral to the department.
1. Annual goal

Goal II. Communication Studies Resource Center

- A. Develop questionnaire to capture student experience and advice
1. Mid-semester, Spring 2012
B. Perform data analysis
1. Fall 2012
C. Make necessary improvements
1. Ongoing

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- A. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

* *Note:* Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
N/A		

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Full-Time Instructional Aid II	<ul style="list-style-type: none"> • If granted, more universal usage of Communication Studies Resource Center across courses and sections • If not granted, inequitable treatment of this department will continue [relative to its size, productivity, and resources granted other labs] 	<ul style="list-style-type: none"> • Currently, with a .48 Instructional Aide II, 17 instructor units, and a Student Assistant, the resource center is open 38 hours/week. Some of the faculty's 21 hours are doubled up with the hours of the instructional aide; some of the resource center's open hours are staffed by a single student assistant. • The college has made previous decisions based on compliance with a legal mandate; this department views this request as both a TBA compliance issue <i>and</i> as an issue of equity for the department.

- B. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: MacBook Pro 15" + Carry	There will be no consistency among	N/A

<p>Case & Apple Care Protection Plan; Logitech HD Pro Webcam C920; Joby Gorillapod Video Tripod Number: 3 sets Vendor: Apple, Logitech, Joby Unit price: Macbook Pro, \$2,216.95; Logitech Webcam, \$84.99; Joby Tripod, \$29.95—before taxes Total Cost: \$7572.81, Media Services estimate Status*: New classroom digital recording equipment needed to sync with Communication Studies Resource Center equipment</p>	<p>courses without the equipment. Three instructors currently use this equipment; a fourth set was also supposed to be ordered through Measure G monies and is forthcoming. The department requires three additional sets of equipment. Communication Studies courses have an oral communication component that must be video recorded as a learning opportunity for the student, both in rehearsal and the classroom.</p>	
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*Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines

- A. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
COMM 110, COMM 130, COMM 140, COMM 150, COMM 170, COMM 171	Fall 2011	Fall 2017
COMM 855, COMM 860	Fall 2009	Fall 2015

IX. Advisory and Consultation Team (ACT)

- A. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

The Department of Communication Studies objects to, and chooses not to participate in, this portion of Program Review.

This department was among the first to produce a Comprehensive Program Review under new, approved guidelines (2008). Non-program reviewers were Dr. Frederick Corey, Arizona State University, University Vice Provost, Dean of University College, Interim Dean of the College of Public Programs, Director of the School of Letters and Science, and former faculty, The Hugh Downs School of Communication and Prof. M. Lee Buxton, Faculty, Communication Studies, Bellevue College, and Recipient of the Master Teacher Award, Western States Communication Association. Both wrote extensive comments and recommendations included with the *2008 Comprehensive Program Review*;

none of Dr. Corey's and Professor Buxton's recommendations were responded to or deemed actionable by our college.

This department registered its objection to the utility of this part of the Program Review document when comment was solicited.

List ACT names here.

Attach or paste ACT report here.

B. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation: various dates

Please list the department's *Program Review and Planning* report team:

As the faculty member who researched and wrote this program review document, I am confused by the wording "Program Review and Planning report team." A team is an entity that works collaboratively to research, generate, and review the deliverable(s). The stakeholders below offered valuable time in *reading the document* and *providing feedback*, which has been incorporated into program review, but they are not co-authors as the term "report team" implies.

Finally, this template bears a "2/21/10" date of revision of the Comprehensive Program Review template. I checked the Academic Senate Governing Council's agendas and minutes; however, there is no 2/21/10 meeting date [http://collegeofsanmateo.edu/academicsenate/meetings_minutes.asp]. Would you please indicate when these revisions were *agendized* and then *acted upon* by the legislative body of the academic senate? Title 5, Section 53200(c) identifies "9. Processes for program review" as an academic and professional matter. Further, in the SMCCCD, program review is an area in which the board "relies primarily" on the judgment of the academic senate.

Primary program contact person: Kate Motoyama
Phone and email address: 574-6676, motoyama@smccd.edu
Full-time faculty: Yaping Li
Part-time faculty: Lisa Perry
Administrator: Susan Estes
Classified staff: Mike Manneh
Student:
Dean: Sandra Stefani Comerford

By Kate Motoyama



November 25, 2011

Primary Program Contact Person's Signature

Date



11/30/2011

Full-time Faculty's Signature

Date



12/6/2011

Part-time Faculty's Signature

Date

Administrator's Signature

Date

By Michael Manneh



November 30, 2011

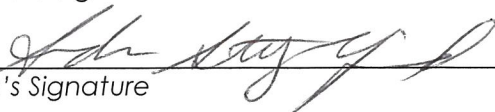
Classified Staff Person's Signature

Date

Student's Signature

Date

Dean's Signature



Date

12/5/11

Comprehensive Program Review RESOURCES FOR SUPPORTING DOCUMENTATION

Section 1

This section contains a listing of sources for data and key documents referred to in Section 2 along with other resources. Contact information for relevant people is also included.

Academic Senate

<http://www.collegeofsanmateo.edu/academicsenate/>

Contact: csmacademicsenate@smccd.edu

Diana Bennett, President, bennettd@smccd.edu, (650) 358-6769

College Catalogs and College Class Schedules are archived online:

<http://collegeofsanmateo.edu/schedule/archive.asp>

Course Outlines are found at:

<http://collegeofsanmateo.edu/articulation/outlines.asp>

Committee on Instruction

<http://www.smccd.net/accounts/csmcoi>

Contact: Laura Demsetz, Chair, demsetz@smccd.edu, (650) 574-6617.

Program Review Resources (includes forms, data, and completed program reviews for both instructional and student services program review)

Core Program and Student Success Indicators (see links for "Quantitative Data for Instructional Programs")

Distance Education Program Review Data

Glossary of Terms for Program Review

Listing of Programs Receiving Program Review Data from PRIE

Rotation Schedule for Instructional Program Review, 2008-2014

http://collegeofsanmateo.edu/prie/program_review/program_review.php

Office of Planning, Research, and Institutional Effectiveness (PRIE)

<http://collegeofsanmateo.edu/prie/>

Contact: John Sewart, Dean, sewart@smccd.edu, (650) 574-6196

Contact: Milla McConnell-Tuite, Coordinator, mcconnell@smccd.edu, (650) 574-6699

At PRIE Website:

College Index, 2009-2010, http://collegeofsanmateo.edu/prie/institutional_documents.php

Comprehensive Listing of Indicators and Measures, 2009-2010

http://collegeofsanmateo.edu/prie/institutional_documents.php

Division/Department Workplans, Spring 2009 (only)

http://collegeofsanmateo.edu/prie/institutional_documents.php

Educational Master Plan, 2008, <http://collegeofsanmateo.edu/prie/emp.php>

Institutional Priorities, 2008-2011

http://collegeofsanmateo.edu/prie/institutional_documents.php

Student Learning Outcomes (SLOs) website:

<http://www.collegeofsanmateo.edu/sloac/>

Contact: Frederick Gaines, Interim SLO Coordinator, gainesf@smccd.edu, (650) 574-6183

Section 2

This section contains the references that serve as data sources for the individual sections of the Comprehensive Program Review Form. Explanatory notes are included.

DEPARTMENT OR PROGRAM:

To identify programs on the comprehensive program review cycle, see *Rotation Schedule for Instructional Program Review, 2008-2014* at PRIE website at page for Instructional Program Review.

Also see *Listing of Programs Receiving Program Review Data from PRIE*.

I. DESCRIPTION OF PROGRAM

- "Number of Sections" data from *Core Program and Student Success Indicators* (published by PRIE for each program)
- CSM Course Catalog
- Department records

II. STUDENT LEARNING OUTCOMES

- SLO records maintained by the department
- CSM SLO Coordinator
- SLO Website
- The definitions for the General Education (GE) SLOs can be found on the CSM SLOAC website.

III. DATA EVALUATION

- Enrollment, WSCH, FTEF, and productivity data for each program can be found in *Core Program and Student Success Indicators*. (Published by PRIE.)
- Productivity is also commonly known as "LOAD." See *Glossary of Terms for Program Review* for definitions of key terms.
- Faculty Load: the ratio of the weekly contact hours (WSCH) of enrolled students and a faculty's hours of instruction per week. In other words, WSCH divided by FTE. ?
- The College's general target productivity will be recommended by the Budget Planning Committee.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- *Educational Master Plan, 2008*
- *College Index, 2009-2010*
- *Institutional Priorities, 2008-2011*
- *Student Success (course completion and retention) data from the "Core Program and Student Success Indicators";*
- *Other reports published by PRIE regarding student success*
- *Previous Program Review and Planning reports*
- *other department records*

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS

- *Educational Master Plan, 2008*
- *Institutional Priorities, 2008-2011*

- College Index, 2009-2010
- Student Success (course completion and retention) data from the "Core Program and Student Success Indicators;
- Other reports published by PRIE regarding student success
- Previous Program Review and Planning reports
- Other department records

a. About SWOT Analysis:

SWOT Analysis is a strategic planning tool used to evaluate the **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats involved in a project or initiative. It involves specifying the objective of the venture or project and identifying the internal and external factors that are favorable and unfavorable to achieving that objective. SWOT analysis considers both internal and external conditions.

Strengths: attributes of the organization that are helpful to achieving the objective.

Weaknesses: attributes of the organization or that are harmful to achieving the objective.

Opportunities: external conditions that are helpful to achieving the objective.

Threats: external conditions that are harmful to achieving the objective

b. Reflect on data from "Core Program and Student Success Indicators"

VI. Action Steps and Outcomes

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- GE- or Certificate SLOs
- College Index, 2009-2010
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- Previous Program Review and Planning reports
- Division work plan

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- Educational Master Plan, 2008
- Institutional Priorities, 2008-2011
- College Index, 2009-2010
- GE- or Certificate SLOs
- Course SLOs
- Department records
- Core Program and Student Success Indicators
- previous Program Review and Planning reports

VIII. Course Outlines

- Department records
- College Catalog
- Committee On Instruction
- Course Outlines (online)
- Office of the Vice President of Instruction
- Division Dean

Unit Course Assessment Report - Four Column

San Mateo CCCD

CSM Dept - Speech Communication

Department Assessment Yaping Li
Coordinator:

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
CSM Dept - Speech Communication - CSM SPCH 100 - Fundamentals of Speech - SLO1 outline - write speech outline that demonstrates proper organizational components (Created By CSM Dept - Speech Communication)	Assessment Method: grade outline based on 4-item grid	03/17/2011 - 3.3 Result Type: Criterion met Reporting Cycle: 2010 - 2011 07/06/2010 - 2.6 avg Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Course Outcome Status: Active - Currently Assessing			
CSM Dept - Speech Communication - CSM SPCH 100 - Fundamentals of Speech - SLO2 reasoning - incorporate sound reasoning and evidence that support claims delivered to a specific audience (Created By CSM Dept - Speech Communication)	Assessment Method: grading speech on a 4-item grid Assessment Method Category: Presentation/Performance	07/20/2010 - 2.8 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Course Outcome Status: Active - Currently Assessing			
CSM Dept - Speech Communication - CSM SPCH 100 - Fundamentals of Speech - SLO3 critique - apply critical thinking skills when evaluating speeches [critiquing] (Created By CSM Dept - Speech Communication)	Assessment Method: Speech evaluation through a 4-item grid Assessment Method Category: Other Success Criterion:	07/20/2010 - 2.7 Result Type: Criterion met Reporting Cycle: 2009 - 2010 03/11/2010 - bla... Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Course Outcome Status: Active - Currently Assessing			
CSM Dept - Speech Communication - CSM SPCH 100 - Fundamentals of Speech			

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
- SLO4 application - describe, evaluate, and apply selected theories of rhetoric and/or communication theory (Created By CSM Dept - Speech Communication)	Assessment Method: grading exam or other project on 3-item grid Assessment Method Category: Exam	07/20/2010 - 2.9 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Course Outcome Status: Active - Currently Assessing			
CSM Dept - Speech Communication - CSM SPCH 111 - Oral Interpretation I - SLO1 analysis - Identify and analyze literary devices particular to the genres of poetry, short story, drama; (Created By CSM Dept - Speech Communication)	Assessment Method: write textual analysis Assessment Method Category: Essay Success Criterion: 70%	06/29/2011 - 3.5 Result Type: Criterion met Reporting Cycle: 2010 - 2011 06/27/2011 - 3.5 Result Type: Criterion met Reporting Cycle: 2010 - 2011	
Assessment Cycles: 2010-2011 Start Date: 01/18/2011 End Date: 05/28/2011			
Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 111 - Oral Interpretation I - SLO2 text analysis - Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the analysis; (Created By CSM Dept - Speech Communication)	Assessment Method: project Assessment Method Category: Capstone Assignment/Project Success Criterion: 70%	06/29/2011 - 3.5 Result Type: Criterion met Reporting Cycle: 2010 - 2011	
Start Date: 01/18/2011 End Date: 05/28/2011			
Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 111 - Oral Interpretation I - SLO3 script - Develop a workable script for performance that includes an effective introduction and transitions; (Created By CSM Dept - Speech Communication)	Assessment Method: presentation Assessment Method Category: Presentation/Performance Success Criterion: 70%	06/29/2011 - 3.3 Result Type: Criterion met Reporting Cycle: 2010 - 2011	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Assessment Cycles: 2010-2011 Start Date: 01/18/2011 End Date: 05/28/2011 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 111 - Oral Interpretation I - SLO4 delivery - Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an audience; (Created By CSM Dept - Speech Communication)			
Start Date: 01/18/2011 End Date: 05/28/2011 Course Outcome Status: Active	Assessment Method: performance Assessment Method Category: Presentation/Performance Success Criterion: 70%	06/29/2011 - 3.55 Result Type: Criterion met Reporting Cycle: 2010 - 2011	
CSM Dept - Speech Communication - CSM SPCH 111 - Oral Interpretation I - SLO5 critical thinking - Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates?, performances. (Created By CSM Dept - Speech Communication)			
Start Date: 01/18/2011 End Date: 05/28/2011 Course Outcome Status: Active	Assessment Method: performance or writing Assessment Method Category: Presentation/Performance Success Criterion: 70%	06/29/2011 - 3.2 Result Type: Criterion met Reporting Cycle: 2010 - 2011	
CSM Dept - Speech Communication - CSM SPCH 112 - Oral Interpretation II - SLO1 analysis - Identify and analyze literary devices particular to the genres of			
Start Date: 01/18/2011 End Date: 05/28/2011 Course Outcome Status: Active	Assessment Method: project Assessment Method Category: Capstone Assignment/Project	06/29/2011 - 3.5 Result Type: Criterion met Reporting Cycle:	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
poetry, short story, drama; (Created By CSM Dept - Speech Communication)		2010 - 2011	
Start Date: 01/18/2011 End Date: 05/28/2011 Course Outcome Status: Active	Success Criterion: 70%		
CSM Dept - Speech Communication - CSM SPCH 112 - Oral Interpretation II - SLO2 textual analysis - Write textual analyses that demonstrate the ability to incorporate sound reasoning and textual evidence that support claims advanced in the analysis; (Created By CSM Dept - Speech Communication)	Assessment Method: performance Assessment Method Category: Presentation/Performance Success Criterion: 70%	06/29/2011 - 3.49 Result Type: Criterion met Reporting Cycle: 2010 - 2011	
Start Date: 01/18/2011 End Date: 05/28/2011 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 112 - Oral Interpretation II - SLO3 script - Develop a workable script for performance that includes an effective introduction and transitions; (Created By CSM Dept - Speech Communication)	Assessment Method: writing project Assessment Method Category: Capstone Assignment/Project Success Criterion: 70%	06/29/2011 - 3.58 Result Type: Criterion met Reporting Cycle: 2010 - 2011	
Start Date: 01/18/2011 End Date: 05/28/2011 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 112 - Oral Interpretation II - SLO4 delivery - Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an audience; (Created By CSM Dept - Speech	Assessment Method: performance Assessment Method Category: Presentation/Performance Success Criterion: 70%	06/29/2011 - 3.6 Result Type: Criterion met Reporting Cycle: 2010 - 2011	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Communication) Start Date: 01/18/2011 End Date: 05/28/2011 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 112 - Oral Interpretation II - SLO5 critical thinking - Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates, performances; (Created By CSM Dept - Speech Communication)	Assessment Method: lab project Assessment Method Category: Capstone Assignment/Project Success Criterion: 70%	06/29/2011 - 3.4 Result Type: Criterion met Reporting Cycle: 2010 - 2011	
CSM Dept - Speech Communication - CSM SPCH 112 - Oral Interpretation II - SLO6 coaching - Advanced students coach and rehearse other classmates in solo and small ensemble performances. (Created By CSM Dept - Speech Communication)	Assessment Method: project Assessment Method Category: Capstone Assignment/Project Success Criterion: 70%	06/29/2011 - 3.5 Result Type: Criterion met Reporting Cycle: 2010 - 2011	
Assessment Cycles: 2010-2011 Start Date: 01/18/2011 End Date: 05/28/2011 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 120 - Interpersonal Communication - SLO 1 COM PROCESS - explain the basic elements of the communication process in interpersonal settings (Created By CSM Dept - Speech Communication)	Assessment Method: grading exam or project on a 5-item rubric Assessment Method Category: Exam	07/20/2010 - 2.7 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 120 - Interpersonal Communication	Assessment Method: grading speech or project on a 3-item grid	02/16/2011 - 3.0 Result Type:	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
- SLO 2 SELF CONCEPT - recognize the self-concept development process, its multidimensional identity and its role in communication (Created By CSM Dept - Speech Communication)	Assessment Method Category: Presentation/Performance	Criterion met Reporting Cycle: 2010 - 2011 07/20/2010 - 3.1 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 120 - Interpersonal Communication - SLO3 perception - analyze physiological, social, and cultural factors that affect perception and misunderstanding (Created By CSM Dept - Speech Communication)	Assessment Method: grading lab module or test on 3-item grid Assessment Method Category: Other	07/20/2010 - 3.6 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 120 - Interpersonal Communication - SLO 4 TEAMWORK - apply learned skills and communication theories in teamwork (Created By CSM Dept - Speech Communication)	Assessment Method: grading assignment/project on 3-item grid Assessment Method Category: Capstone Assignment/Project	07/20/2010 - 3.5 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 140 - Group Discussion - SLO1 - explain the basic norms and roles that affect group productivity (Created By CSM Dept - Speech Communication)	Assessment Method: midterm Assessment Method Category: Exam Success Criterion: cutoff of 70%	06/27/2011 - 3.0 Result Type: Criterion met Reporting Cycle: 2010 - 2011 06/27/2010 - 3.2 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Assessment Cycles: 2009-2010 Start Date: 01/20/2010 End Date: 05/28/2010 Course Outcome Status: Active		05/28/2011 - 3.2	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
		Result Type: Criterion met Reporting Cycle: 2009 - 2010	
CSM Dept - Speech Communication - CSM SPCH 140 - Group Discussion - SLO2 - elaborate on the advantages and disadvantages of working in groups (Created By CSM Dept - Speech Communication)	Assessment Method: midterm exam Assessment Method Category: Exam Success Criterion: cutoff of 70%	Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Assessment Cycles: 2009-2010 Start Date: 01/20/2010 End Date: 05/28/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 140 - Group Discussion - SLO3 - distinguish between the different leadership styles (Created By CSM Dept - Speech Communication)	Assessment Method: group project, rotate roles of leader and follower using different leadership styles Assessment Method Category: Capstone Assignment/Project Success Criterion: cutoff of 70%	Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Assessment Cycles: 2009-2010 Start Date: 01/20/2010 End Date: 05/28/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 140 - Group Discussion - SLO4 - differentiate between constructive and destructive conflicts (Created By CSM Dept - Speech Communication)	Assessment Method: final exam Assessment Method Category: Exam Success Criterion: cutoff of 70%	Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Assessment Cycles: 2009-2010 Start Date: 01/20/2010			

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
End Date: 05/28/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 150 - Intercultural Communication - SLO1 Models of intercultural com - explain the relationship of culture and communication using various models of intercultural communication (Created By CSM Dept - Speech Communication)	Assessment Method: By using a 5-part grid Assessment Method Category: Exam	06/27/2011 - 2.9 Result Type: Criterion met Reporting Cycle: 2010 - 2011 07/20/2010 - 3.0 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Start Date: 01/19/2010 End Date: 05/28/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 150 - Intercultural Communication - SLO2 Dominant and co-cultures - differentiate between the dominant culture and co-cultures within the U.S. and discuss the influence they have upon one another (Created By CSM Dept - Speech Communication)	Assessment Method: grading exam using a 4-item grid Assessment Method Category: Exam	07/20/2010 - 2.9 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Start Date: 01/19/2010 End Date: 05/28/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 150 - Intercultural Communication - SLO3 BAV/Value Orientations - distinguish between attitudes, beliefs, and values and critically apply different value orientations (Created By CSM Dept - Speech Communication)	Assessment Method: grading exam using a 3-item grid Assessment Method Category: Exam	07/20/2010 - 3.2 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Start Date: 01/19/2010			

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
End Date: 05/28/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 150 - Intercultural Communication - SLO4 Identifying prejudice - discuss overt and covert cultural behaviors that manifest in the form of prejudice, discrimination, and ethnocentrism to increase self-awareness of factors that manifest in the form of prejudice, discrimination, and ethnocentrism (Created By CSM Dept - Speech Communication)	Assessment Method: grading presentation/paper using a 3-item grid Assessment Method Category: Presentation/Performance	07/20/2010 - 3.4 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Start Date: 01/19/2010 End Date: 05/28/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 150 - Intercultural Communication - SLO5 Nonverbals - demonstrate knowledge of how different cultures use verbal and nonverbal communication (Created By CSM Dept - Speech Communication)	Assessment Method: grading presentation/exam using a 6-item grid Assessment Method Category: Presentation/Performance	07/20/2010 - 3.3 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Start Date: 01/19/2010 End Date: 05/28/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 855 - Speech Non-Native Speakers - SLO1 CULTURE - recognize the role of culture and its role in identity and communication (Created By CSM Dept - Speech Communication)	Assessment Method: speech Assessment Method Category: Other Success Criterion: 70%	12/15/2009 - 2.7 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Assessment Cycles: 2009-2010			

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Start Date: 08/20/2009 End Date: 12/15/2009 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 855 - Speech Non-Native Speakers - SLO 2 SPEECHES - prepare, deliver, and listen to organized public presentations (Created By CSM Dept - Speech Communication)	Assessment Method: speech Assessment Method Category: Other Success Criterion: 70%	12/15/2009 - 3.2 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Assessment Cycles: 2009-2010 Start Date: 08/20/2009 End Date: 12/15/2009 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 855 - Speech Non-Native Speakers - SLO3 INTERVIEWING - ably enact the roles of interviewer and interviewee in an employment scenario (Created By CSM Dept - Speech Communication)	Assessment Method: interview Assessment Method Category: Presentation/Performance Success Criterion: 70%		
Assessment Cycles: 2009-2010 Start Date: 08/20/2009 End Date: 12/20/2009 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 855 - Speech Non-Native Speakers - SLO4 TEAMWORK - apply learned skills and communication theories to teamwork activities (Created By CSM Dept - Speech Communication)	Assessment Method: project Assessment Method Category: Capstone Assignment/Project Success Criterion: 70%		

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Assessment Cycles: 2009-2010 Start Date: 08/20/2009 End Date: 12/20/2009 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 860 - Communication in the Workplace SLO1 Job Interview - skillfully field job interview questions that relate to the 7 factors that employers look for when interviewing a job candidate (Created By CSM Dept - Speech Communication)	Assessment Method: Simulated job interview Assessment Method Category: Presentation/Performance	06/27/2011 - 3.1 Result Type: Criterion met Reporting Cycle: 2010 - 2011 07/13/2010 - 2.8 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Start Date: 01/25/2010 End Date: 02/19/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 860 - Communication in the Workplace SLO2 Paraphrase - skillfully paraphrase a sender's communication for content/or emotion (Created By CSM Dept - Speech Communication)	Assessment Method: Paraphrase a message for content/emotion Assessment Method Category: Presentation/Performance	07/13/2010 - 3.9 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Start Date: 01/25/2010 End Date: 02/19/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 860 - Communication in the Workplace SLO3 DESC - skillfully deliver an assertion	Assessment Method: Oral one-on-one assertion message final Assessment Method Category: Presentation/Performance	07/13/2010 - 3.65 Result Type: Criterion met Reporting Cycle: 	

Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
(DESC) message (Created By CSM Dept - Speech Communication)		2009 - 2010	
Start Date: 01/29/2010 End Date: 02/19/2010 Course Outcome Status: Active			
CSM Dept - Speech Communication - CSM SPCH 860 - Communication in the Workplace SLO4 Speech - successfully use assertion messages and paraphrasing to reduce receiver defensiveness and solve interpersonal conflicts (Created By CSM Dept - Speech Communication)	Assessment Method: Public Speech Assessment Method Category: Presentation/Performance	07/13/2010 - 2.6 Result Type: Criterion met Reporting Cycle: 2009 - 2010	
Start Date: 01/29/2010 End Date: 02/19/2010 Course Outcome Status: Active			