Program/Discipline: Speech & Communication Studies Foundational Skills Course

Division: Language, Literature, and Communication

Faculty preparing plan: Contracted and Part-time Speech & Communication Studies Faculty

Part I: Determine Expectations (CONTENT to be assessed)

Process	Program or discipline response
List expected learning outcomes	*Based on core value "Communicate effectively:"* • Define the element of listening in communication. • Identify barriers to effective listening. • Recognize role of perception in communication. • Identify nonverbal communication elements • Recognize the nature of communication as transactional process. • Recognize rudimentary goals of group communication theory • Recognize an appropriate topic for an informative speech • Recognize an appropriate thesis for an informative speech
Identify where expected outcomes are addressed in the curriculum	Speech 100, Basic Communication Course Information Required textbooks Lecture/discussion
Determine methods and criteria to assess outcomes	Pre- and post-tests of basic principles in SP100 classes (Breaden's project)
Describe level of expected performance	To be determined
Identify and collect baseline information	Fall, 2006 Pre and post-test collected for all Speech 100

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Part I: Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
Determine whom you will assess	Face-to-face and online SP100 classes
Establish a schedule for assessment	1. <u>Fall 2006</u>: all SP100 classes tested Week 1 Pre-test Week 10 Post-test 2. <u>Winter/Spring 2007</u>: Review fall findings Revise instrument and methods as needed Determine criteria for interpreting assessment 3. <u>Fall 2007</u>: all SP100 classes pre- and post-tested 4. <u>Winter/Spring 2008</u> Review fall findings Apply criteria Discuss/prepare performance assessment element 5. <u>Fall 2008</u>: pilot performance assessment
Determine who will interpret results	Joint Speech and Communication Studies Faculty: • Individual instructors will administer tests • Assessment coordinator will compile results • Faculty will interpret and revise

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Part I: Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
Interpret how results will inform teaching, learning, and decision-making	1. Review to analyze instrument effectiveness 2. Revise according to decision. 3. Set criteria for interpretation 4. Re-test 5. Apply criteria 6. Discuss how to address/adapt to assessment findings 7. SP100 Faculty implement adaptations in curricular focus
Determine how and with whom you will share interpretations	• Chart combined results for entire faculty. • Individual faculty access own results. • Provide feedback to college regarding needs for technological support and assessment software.
Decide how your program will follow-up on implemented changes	•Each year alternate pre/post tests with performance assessment • Every 3rd year discuss overall program adaptations