

# Course Assessment– Part B: Your Results & Analysis

#9

Your Email \*

Please select your course & name from the list. Contact Instructional Services if your course or name are incorrect or missing.

COMM 214 – Uto

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified in question 3 of your Part A. \*

Method 1, Communication Skills Profile (term project): 90% of students earned high points (out of 40) on this multi-part assignment for examining their own interpersonal communication skills through a variety of quantitative and qualitative methods.

Method 2, Communication Assessment Tests: 90% of students earned high points (out of 10) on this assignment for analyzing and interpreting results from multiple communication assessment tests.

Method 3, Qualitative Data Collection: 90% of students earned high points (out of 10) for identifying and seeking input from key people in their lives about their (the students') strengths and "areas of improvement" in their interpersonal communication skills.

All students actively participated in in-class activities (including simulations and role plays) attempting to enhance their own interpersonal communication skills.

1b. Report the percentage of students who mastered each outcome that you identified in question 3 of your Part A.

Outcome #1 \*

Outcome 1 Explore and assess one's own interpersonal skills and style to identify problems and develop solutions for more effective communication:

Students are able to gather and analyze key information about their own interpersonal communication skills and apply it to the term project, a Communication Skills Profile.

% of students who successfully achieved the outcome: \*

90

Outcome #2 \*

Recognize and understand issues affecting interpersonal communication effectiveness (e.g., ethics, perception, language, listening, emotions, conflict, friendship).g, emotions, conflict, friendship: Students are able to collect and interpret results of multiple assessments tests reflecting on key aspects of communication, including ethics, perception, language, listening, emotions, conflict, friendship.

% of students who successfully achieved the outcome: \*

90

Outcome #3 \*

Apply interpersonal communication skills needed to be a better partner, friend, co-worker or family member:

Students are able to collect, assess and apply input related to their individual communication styles from key people in their lives.

% of students who successfully achieved the outcome: \* 90

Reflect on you assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

Based on the survey's quantitative scoring, the majority of the students moved from "fair" or "good" before class, to "very good" or "excellent" after class in their outcome-based learning in this course. This aligns with my interpretation of student achievement, above. For students who submitted qualitative responses, there appears to be an increased recognition of their own interpersonal communication skills, and how they might strengthen skills in some identified areas. Student responses to the instructor-generated questions #6 reinforce that. My conclusion is that the results in both sets of data compare well and arrive at similar findings.

Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, etc.)? \*

I believe the "term Project" structure currently used in this course works well, allowing for students to collect data specific to their own lives and build upon their findings step by step throughout the term. This provides a cohesive approach to examining their own interpersonal skills, and building a goal plan that will work for them in the future. As far as course adjustments, I would like to add two components to the course: invite communication specialists into class for discussion about the importance of interpersonal skills in the various aspects of our lives; add new in-class activities that strengthen student understanding of certain aspects of interpersonal communication, e.g., self-disclosure, empathy, and active listening.

What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \*

No additional resources would be required for communication specialists to visit, unless an invited guest requested a small stipend which I would not expect. The in-class component would not require additional resources. Neither recommendation would have significant budget implications.

Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments?

My assessment methods give me a good idea whether students leave the course with the outcome-based learning desired. Unlike Math or similar disciplines, there are no right or wrong answers. How students examine their own lives and apply the information they learn in class to is largely subjective. Assessing the coursework requires me to apply a blend of subjectivity and objectivity, allowing for individual student interpretation as well as application of specific principles and concepts of interpersonal communication. Overall, my assessment methods are accurate indicators of student learning, based on that blended assessment approach.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

Created 16 Jun 2015 10:58:49 AM		Updated 16 Jun 2015 1:37:00 PM
PUBLIC		COLUMBIAGORGECC