Course Assessment– Part B: Your Results & Analysis   #454

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COMM 215 – Small Group Communications – 1095810 – Uto – Summer 2020

Part B: Your Results
DIRECTIONS
1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

Outcome #1: Throughout the term, students worked together on a variety of group projects and activities. For the most part -- sometimes with a little prompting from the instructor -- they demonstrated sensitivity to others in the group, supporting and listening to their ideas, encouraging them, and validating their contribution to the projects at hand. Students were required to assess each group activity, identifying any issues and putting forth solutions, as well as assessing their own roles in the group.

Outcome #2: Through the various assignments and exercises, students learned formal step-by-step approaches to problem solving and decision making, including the well-recognized Standard Agenda. They also viewed and discussed films in class, reflecting on how the characters in the films demonstrated these techniques. Links to specific models and approaches were provided throughout the term to reinforce these strategies.

Outcome #3: The assigned readings, forum posts, video links and articles gave students a good overview of conflict management techniques, and the various group activities in class allowed them to practice and apply those techniques. I won't say they were always perfect at it, and they often needed reminding or reinforcement, but they definitely increased their awareness of successful conflict management.

Outcome #1 *	Apply techniques and skills for developing and maintaining a positive, supportive climate in a small group.
% of students who successfully achieved the outcome (C or above) *	100%
Outcome #2 *	Manage projects and solve problems through learned group communication strategies.
% of students who successfully achieved the outcome (C or above) *	100%
Outcome #3 *	Demonstrate conflict management skills and strategies within the small group setting.
% of students who successfully achieved the outcome (C or above) *	100%
ANALYSIS 3. What contributed to student success and/or lack of success? *	This was small group of students (7 to start, one took an Incomplete for a total of 6); this size of group lends itself well to close communication, easy interaction, smooth problem solving and decision making. Also, two students were exemplary in taking leadership roles for the Group Project assignment, facilitating completion of the work with both professional and technical expertise.
4. Helping students to realistically self-assess and reflect on their understanding	Only two students responded to the survey (the two referenced in 3 above). As would be expected in a 200-level course, each gained a

and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

deeper understanding of small group communication -- a foundation, if you will -- but still have room to grow in this field.

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5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Yes

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

I will move the Group Project, which is 20 percent of the overall course grade, from a group composed of students in the class, to students forming their own groups outside of class to meet the requirements of this assignment. Additionally, I add guest speakers (one per term) to come in from industry, sports, volunteer groups, etc. to discuss their own real-life experiences with small groups -- what has worked well for them, areas in which they could improve, etc.

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

None

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8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

Based on the 2014 Course Assessment (the last year this course was taught), the change in the Group Project assignment (6 above) would lend itself to increased group presentation activities in class, once students had completed their group assignment outside of class. We no longer use the Journal assignment mentioned in the 2014 assessment, so that is not relevant.

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9. Describe how you explain information about course outcomes and their relevance to your students.

These course outcomes are quite clear to students when we discuss them. The intent is for them to understand and apply the principles and concepts that make up small group communication so the can take them into the workplace and other areas of their lives. We give them specific tools and steps to interpret and solve problems, make decisions, manage conflicts, design solutions and achieve success in a group setting.

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10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:
CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"
and
CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).
CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"
CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

CLO #2, Critical Thinking/Problem Solving is a big area of focus in small group communication. Groups are generally formed to tackle issues and develop solutions. It is imperative that they understand how to approach a problem, how to analyze and interpret the problem, how to design a myriad of possible solutions, then evaluate each solution to arrive at the most effective one for solving their particular problem. By introducing the Standard Agenda model into this work, students have a clear outline to guide them through the full evaluative process in order to achieve a successful outcome.

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