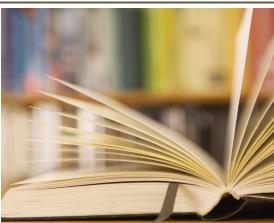


Kasey Gardner and Marie Arcidiacono



# Objectives and Agenda

- Identify PSLO Measurement Methods
- Research Design and Data Collection
- Analysis and Preliminary Findings
- Opportunity for Dialogue

### AST in Communication Studies PSLOs

- Be academically prepared to transfer to a communication program at a four-year institution.
- Demonstrate the knowledge of concepts, and intellectual skills of an effective communicator.
- Demonstrate how to communicate effectively with an audience in a face to face oral communication setting.

## PSLO Assessment by Outcome/Objective

- Alumni Focus Group, aggregated results.
- Pre and post test survey research in FA16 classes.
- Roll up of CSLO assessment reports from 2012 to Present.

	PSLO 1	PSLO 2	PSLO 3
Alumni Focus Group	X		
Class Survey		X	X
Rolling Up CSLO Data		X	X

## Questionnaire Results – Positive

- Summarized responses and identified a representative quotation.
- Some suggestions: Rigor of readings, more opportunities for projects.
- Comments on overall student demeanor in classes and one instructor's politeness.

## Student Survey Results

- Student asked to rate themselves 1-5 on a likert scale in response to communication skill assessments.
- Preliminary analysis indicates a .80 movement toward improvements in each of the three categories.

# CSLO Assessment Aggregation

- Identify CSLOs from all classes and the number of students proficient in each during assessment.
- Divide this number by the total number of students X CSLOs in each course to get an Assessment Success Rate.
- Compare to department data, dialogue.

## Next Steps, Limitations, and Questions

- Complete CSLO rollup, dialogue with department.
- Draft PSLO report using template from TLC.
- Consider the impact of sample bias on "focus group"
- Questions?



#### Appendix One – Focus Group Questions Part One

Describe the most educational experience (or experiences) you had in the communication department at Los Medanos College. Why were they so valuable?

Describe any negative or ineffective experiences you had in the communication department at Los Medanos College. How did they affect your overall experience and ability to learn?

How did the LMC communication department prepare you academically for your upper division Communication courses at your transfer institution? Please be specific.

#### Appendix One – Focus Group Questions Part Two

Can you identify any actions or improvements the department could make to the curriculum or program more effective?

Did your skills as an oral, digital, interpersonal, or intercultural communicator improve because of taking courses in the department? Please be specific.

Were you active in any of the events or opportunities outside of the classroom offered by the department? Which do you think were most effective and why? (Examples: Debate Tournaments, Public Debates, Speech Intramural, Club Events, Majors Symposium)

### Appendix Two – Survey Research Questions

I feel that I have knowledge of the concepts, and intellectual skills of an effective communicator.

I feel that I can effectively communicate with an audience in a face to face oral communication setting.

I feel apprehensive/anxious in face to face oral communication settings.