

COMM AA Language Arts and AA-T Communication Studies

<p>Communications Dept/2014-2017</p> <p>PLOs referents for META</p>	<p>PLO Reflection(s):</p> <p>PLO Reflection (What were the strong points and weak points students demonstrated in the courses? What areas need more attention? What do your results show about student learning?)</p>	<p>PLO Result(s):</p> <p>PLO Action Plan (include timeline for implementation, key/responsible personnel, priority high/medium/low, status report/reflection on results of action plan)</p>
<p>Speak clearly, listen effectively, resolve conflict, and deliver a message/presentation concisely, while using appropriate nonverbal communication, and voice-shared goals to create, build and maintain relationships.</p>	<p>Strong points: Use of reflective activities for individual and group activities, helped focus perspective and real life communication situations. Weak points: add more reflective work and interact activities to build and reinforce communication theory. Results: were that nearly 80% of all participants got the activity right.</p>	<p>Organize a faculty meeting in regards to more activities that are center focused on reflective work and group participant. Timeline: over the next two semesters (FA – SPR). Chair and faculty of Comm. Department will work together about reviewing results of future—status: is low, considering 80% of students evaluated got it correct. (Low)</p>
<p>Use conflict resolution to strengthen groups and individual cohesion.</p>	<p>Strong points: Use of conflict resolution theory helped in participant analysis when encountering a situation with others, helped develop confidence analytically; use cognitive approach to solving problems. Weak points: Add more application of argumentation concepts to activity to reinforce the idea.</p>	<p>72 – 85% got the assignments and test correct. Action plan: to develop more interactive theoretical concepts used within group research assignments. Chair will consider new approaches to developing student analysis/evaluation forms. Timeline: Over the next three semesters. (Low-Middle)</p>
<p>Research and think critically about effective communication skills to influence and impact mass communication.</p>	<p>Identify three argumentative theories used in class lecture. Homework assignment was given in class to research article(s) and apply argumentative concepts while using reading and critically thinking skills.</p>	<p>The Assessment met and exceeded the scoring requirements for PLOs. Action Plan: for faculty to meet and decide on future assessments that will cover more activities that will continue to address the impacts and influences of mass</p>

COMM AA Language Arts and AA-T Communication Studies

	<p>From results, 79 – 83% of the evaluations were correct, and most answers indicated that the assignment impacted their ways of thinking about mass communication channels.</p>	<p>communication. (Low)</p>
<p>Analyze and reflect on interactions that are empathetic, non-defensive, therapeutic, appreciative, while listening to others.</p>	<p>Strong point: Instructors used rubric analysis to evaluate student understanding of concepts and learned-communication interaction skills in classroom with written assignments. Nearly 85% of assessing the students written reflective work was correct. Student responses were they learned more about themselves with this activity. Weak point: Applying theories about interactions between groups or pairs might be also an effective exercise for students.</p>	<p>Action Plan: 85% exceeds the score requirement of the assessment. Faculty will meet next year to meet about new rubric designs used for classroom assessments. (Low)</p>