

Review of Performance: (EN/CO 205, 01, Fall 2012, 22 students completed the course)

Submitted by: Amy Delyla Ulm (Taking over for Nasako)

SLO#	Program SLO#	I, D, M	Reflection/Comment
1.1. Recognize the communication bond between his or herself and others and respond with greater awareness to other's attempts to communicate.	Liberal Arts 1	Not enough data to determine or time to assess	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.
1.2. Recognize that speech is an interaction rather than a one-way process.	Liberal Arts 1	Not enough data to determine or time to assess	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.
1.3. Distinguish between emphatic behavior and sensitive awareness of one's own and other's speech, and develop sensitivity in speech activities.	Liberal Arts 1	Not enough data to determine or time to assess	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.
1.4. Recognize that anyone who speaks to another speaks in their own perception	Liberal Arts 1	Not enough data to determine or	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.

of that person.		time to assess	
1.5. Recognize that our meanings depend on our perceptions and our ability to perceive and partly upon our social and cultural conditioning.	Liberal Arts 1	Not enough data to determine or time to assess	Tested via essay and multiple, fill in the blank, short answer and essay choice questions after reading the book, engaging in class discussion and attending lecture.
2.1. demonstrate a usable awareness of the effect of pitch, quality, volume, rate, timing and rhythm upon tonal code	Liberal Arts 2	I=20 D=16	Gave 1 major speech –extemporaneous and persuasive Conducted critique of their own speech and a peers after re-watching a video recording.
2.2. use bodily movements to enhance the effectiveness of communication.	Liberal Arts 2	I=20 D=16	Gave 1 major speech – extemporaneous and persuasive Conducted critique of their own speech and a peers after re-watching a video recording.
2.3. prepare speeches on various topics, organize subject matter/research material and demonstrate progressively more speech writing difficult public	Liberal Arts 2	I=20 D=16 Not enough data to determine or time to assess various speeches but	Gave 1 major speech – extemporaneous and persuasive Drafted one formal persuasive speech with two outside sources to support thesis

addresses.		did organize subject matter/research material for <i>one</i> speech	
2.4. present him or herself and ideas in an effective and convincing manner.	Liberal Arts 2	I=20 D=16	Gave 1 major speech – extemporaneous and persuasive Drafted one formal persuasive speech with two outside sources to support thesis
3.1. distinguish what he or she hears from the way he or she feels about it.	Liberal Arts 3	Not enough data to determine or time to assess	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.
4.1. differentiate between nonverbal messages that are part of verbal messages and those that are part of culture.	Liberal Arts 4	Not enough data to determine or time to assess	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.
4.2. demonstrate ability to make non-verbal feedback consistent with verbal response.	Liberal Arts 4	Not enough data to determine or time to assess	Gave three extemporaneous mini speeches to the class. Gave 1 major speech – extemporaneous and informative Gave 1 major speech – scripted and persuasive
5.1. develop an awareness of the barriers and	Liberal Arts 5	Not enough data to	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.

breakdowns that can interfere with speech messages and acquire practical response means to surmount them as they arise.		determine or time to assess	
5.2. demonstrate the various roles of the communication process	Liberal Arts 5	Not enough data to determine or time to assess	Gave three extemporaneous mini speeches to the class. Gave 1 major speech – extemporaneous and informative Gave 1 major speech – scripted and persuasive
5.3. explain the effect of culture and gender on communication	Liberal Arts 5	I = D= Not enough data to determine or time to assess	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.
5.4. recognize the various types of interpersonal communication and identify appropriate methods or strategies of communicating within them	Liberal Arts 5	I = D= Not enough data to determine or time to assess	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.

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Additional observations:

Special comments:

F=2 , C- =1, C=2, C+=1, B- =4, B=4, B+=2, A-=4, A=2

When I took over the class there was only enough time to tackle a few SLOs. So I picked having the students draft one formal persuasive speech, present one formal persuasive speech and to critique their one speech and a speech of one of their peers.

Recommendations: .

Signature: _____
Amy Delyla Ulm, Instructor

Date: _____

Review of Performance: (EN/CO 205, 03, Fall 2012, 6 students completed the course)

Submitted by: Amy Delyla Ulm

SLO#	Program SLO#	I, D, M	Reflection/Comment
1.1. Recognize the communication bond between his or herself and others and respond with greater awareness to other's attempts to communicate.	Liberal Arts 1	I = 6 D=4	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture. critique their own speech and those of peers
1.2. Recognize that speech is an interaction rather than a one-way process.	Liberal Arts 1	I=6 D=6	Tested via essay and multiple, fill in the blank, short answer and essay choice questions after reading the book, engaging in class discussion and attending lecture. critique their own speech and those of peers
1.3. Distinguish between emphatic behavior and sensitive awareness of one's own and other's speech, and develop sensitivity in speech activities.	Liberal Arts 1	I = 6 D=5	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture. critique their own speech and those of peers
1.4. Recognize that anyone who speaks to another speaks in their own perception of that person.	Liberal Arts 1	I = 6 D=6	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture. critique their own speech and those of peers

1.5. Recognize that our meanings depend on our perceptions and our ability to perceive and partly upon our social and cultural conditioning.	Liberal Arts 1	I=6 D=6	Tested via essay and multiple choice questions, fill in the blank, short answer and essay after reading the book, engaging in class discussion and attending lecture.
2.1. demonstrate a usable awareness of the effect of pitch, quality, volume, rate, timing and rhythm upon tonal code	Liberal Arts 2	I=6 D=6	Gave three extemporaneous mini speeches to the class. Gave 1 major speech – extemporaneous and informative Gave 1 major speech – scripted and persuasive
2.2. use bodily movements to enhance the effectiveness of communication.	Liberal Arts 2	I=6 D=6	Gave three extemporaneous mini speeches to the class. Gave 1 major speech – extemporaneous and informative Gave 1 major speech – scripted and persuasive
2.3. prepare speeches on various topics, organize subject matter/research material and demonstrate progressively more speech writing difficult public addresses.	Liberal Arts 2	I=6 D=6	Gave three extemporaneous mini speeches to the class. Gave 1 major speech – extemporaneous and informative Gave 1 major speech – scripted and persuasive
2.4. present him or herself and ideas in an effective and	Liberal Arts 2	I=6 D=5	Gave three extemporaneous mini speeches to the class. Gave 1 major speech – extemporaneous and informative

convincing manner.			Gave 1 major speech – scripted and persuasive critique their own speech and those of peers
3.1. distinguish what he or she hears from the way he or she feels about it. peer’s speeches	Liberal Arts 3	I=6 D=6	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture. Writing assignment on Marjoe Documentary critique their own speech and those of peers
4.1. differentiate between nonverbal messages that are part of verbal messages and those that are part of culture.	Liberal Arts 4	I=6 D=6	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture. critique their own speech and those of peers
4.2. demonstrate ability to make non-verbal feedback consistent with verbal response.	Liberal Arts 4	I=6 D=6	Gave three extemporaneous mini speeches to the class. Gave 1 major speech – extemporaneous and informative Gave 1 major speech – scripted and persuasive
5.1. develop an awareness of the barriers and breakdowns that can interfere with speech messages and acquire practical response means to surmount	Liberal Arts 5	I=6 D=4	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture. critique their own speech and those of peers

them as they arise.			
5.2. demonstrate the various roles of the communication process	Liberal Arts 5	I=6 D=6	Gave three extemporaneous mini speeches to the class. Gave 1 major speech – extemporaneous and informative Gave 1 major speech – scripted and persuasive critique their own speech and those of peers
5.3. explain the effect of culture and gender on communication	Liberal Arts 5	I=6 D=6	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.
5.4. recognize the various types of interpersonal communication and identify appropriate methods or strategies of communicating within them	Liberal Arts 5	I=6 D=6	Tested via essay and multiple choice, fill in the blank, short answer and essay questions after reading the book, engaging in class discussion and attending lecture.

Additional observations:

D= 1, C-=1, B = 1, B+ = 1, A = 1, A+=1

Special comments:

Many students drop or withdrawal from this course early when they realize they cannot escape giving speeches in front of the classroom. Additionally, many students told me they were going to withdrawal because they heard that other instructors on campus do not give test on communication theory or require formal speech drafting/presentations.

Recommendations:

Signature: _____
Amy Delyla Ulm, Instructor

Date: _____