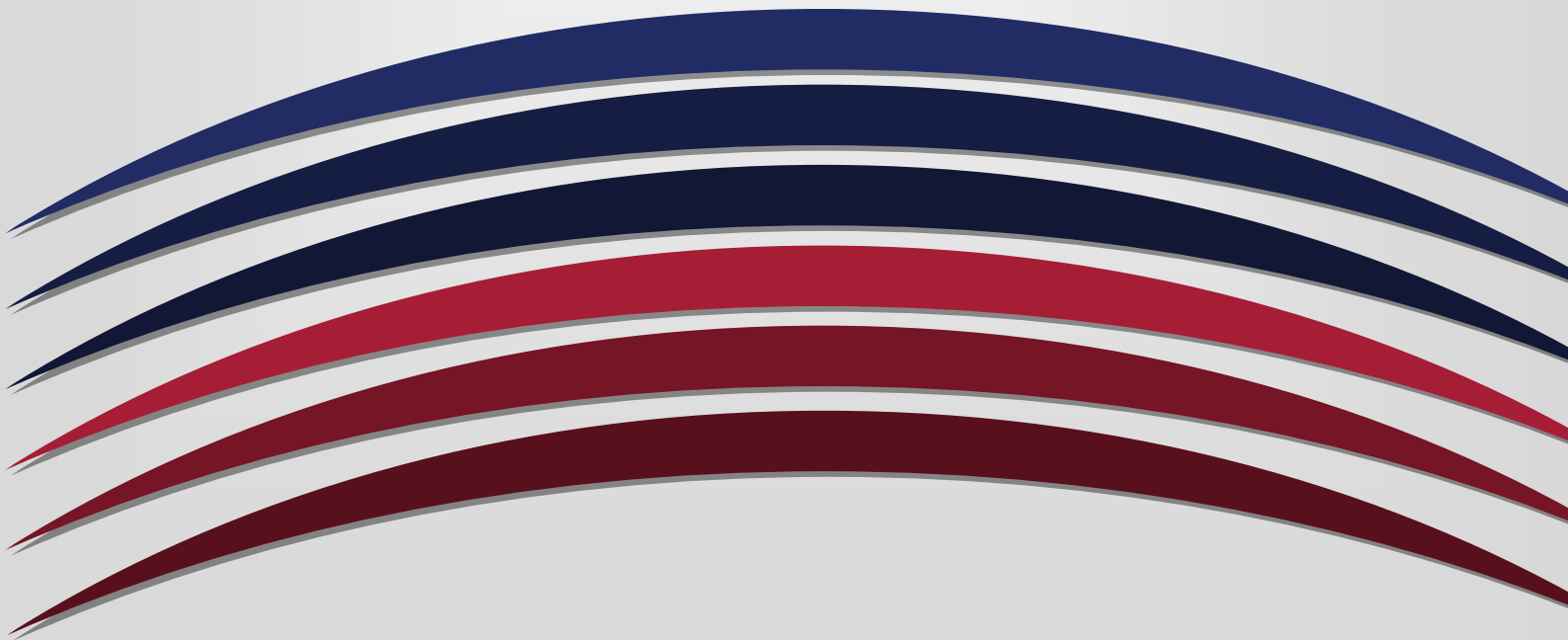


UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report**  
**2019-2020**

**SPCH 2312: Interpersonal  
Communication**



## Course-Level Learning Outcomes

### 1. What are the Course-Level Outcomes (CLOs)?

1. Appropriately use practical interpersonal communication skills in a variety of settings, including the workplace, romantic relationships, friendships, community, and family.
2. Function effectively in speaker and listener roles, including sending and receiving directions and information; expressing and responding to statement of attitude or emotion; and negotiating understanding with others.
3. Explain various influences of culture, gender, and technology on interpersonal communication.
4. Explain dimensions of power as they effect interpersonal communication, especially in relationships at work and home, as well as in leadership roles.
5. Recognize effective strategies for dealing with interpersonal conflict.

### 2. Which CLOs were addressed for this academic year? (2019-2020)

CLO's – 1, 2, 3, 4, 5 – Interpersonal Theory Paper & Relationship Analysis Paper– You will analyze a current or past interpersonal relationship through the lens of an interpersonal theory/theories. This paper will be broken into two halves with the first due at midterm and the other at the end of the semester.

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

The 2016-2017 and 2017-2018 years we focused on ILO 1, 2 & 5. We are on a 2 year cycle, 2018- 2019 and 2019-2020 of ILO 1, 2, 3, 4 & 5. At the end of this cycle, 2019-2020, we will move to a portfolio method. The portfolio will allow for assessment of all learning outcomes every year to be assessed in a different format.

### 4. Explain the assessment cycle.

The standard assessment for this course is the Interpersonal Theory Paper and Relationship Analysis paper. ILO 1, 2, 3, 4 & 5 is assessed using a standard rubric used by faculty teaching the course. Last year we offered one section in the fall and one section in the spring. We do assess this class yearly. However, it needs a more in depth assessment of the course and is now has an assigned fulltime faculty member as the lead assessment for the course who is working on revising the assessment plan, assignments and moving assessment to a portfolio system.

## 5. What are the assessment methods? Are they direct or indirect?

The main goal is to maintain consistency in the interpretation of the standard rubric by faculty who teach the course. Additionally, the curriculum of the Interpersonal Theory Paper and the Relationship Analysis paper needs to maintain rigor and match standards of other area institutions. The assignment and rubric for the Interpersonal Theory Paper and the Relationship analysis paper need to be revised to make sure the learning outcomes are being met. Discussion questions and post and responses need more in depth responses and that needs to be reflective in the rubrics and including in the portfolio at the end of the semester. Moving to a portfolio for assessment purposes will help move this course and assessment in the right direction.

The assessment looks at indirect the overall grade on each assignment and then direct using the rubric and the breakdown on the rubric categories to see if the student obtain the learning outcomes/objectives.

## 6. What are the assessment goal(s)?

75% success rate on the Relationship Analysis paper (worth 100 points)

60% success rate on the Interpersonal Theory Paper (worth 75 points)

Using a portfolio for assessment at the end of the semester.

70% of students to be adequate on the Relationship Paper Analysis in the following areas: Relationship explanation, Interpersonal Theory application, analysis of theory, and impactions of theory. The rubrics for the Relationship Analysis paper break each category down percentage wise.

For the Relationship Analysis Paper we are looking to see if they can describe the relationship, apply Interpersonal theories, and then analyze it and give implications using Interpersonal theories. This paper uses a rubric to assess these aspects. There are 4 categories on the rubric we look at to assess if a student if meeting the learning outcomes.

70% of students to be adequate on the Interpersonal Theory Paper in the following areas explain the relationship, history of relationship, critic of an Interpersonal theory and apply practical application. For the Interpersonal Theory Paper we are looking to see if they can explain the relationship they are discussing in terms of history and current state, critic of an Interpersonal theory and practical application of Interpersonal Theories when discussing their relationship they are describing. This paper uses a rubric to assess these aspects. There are 4

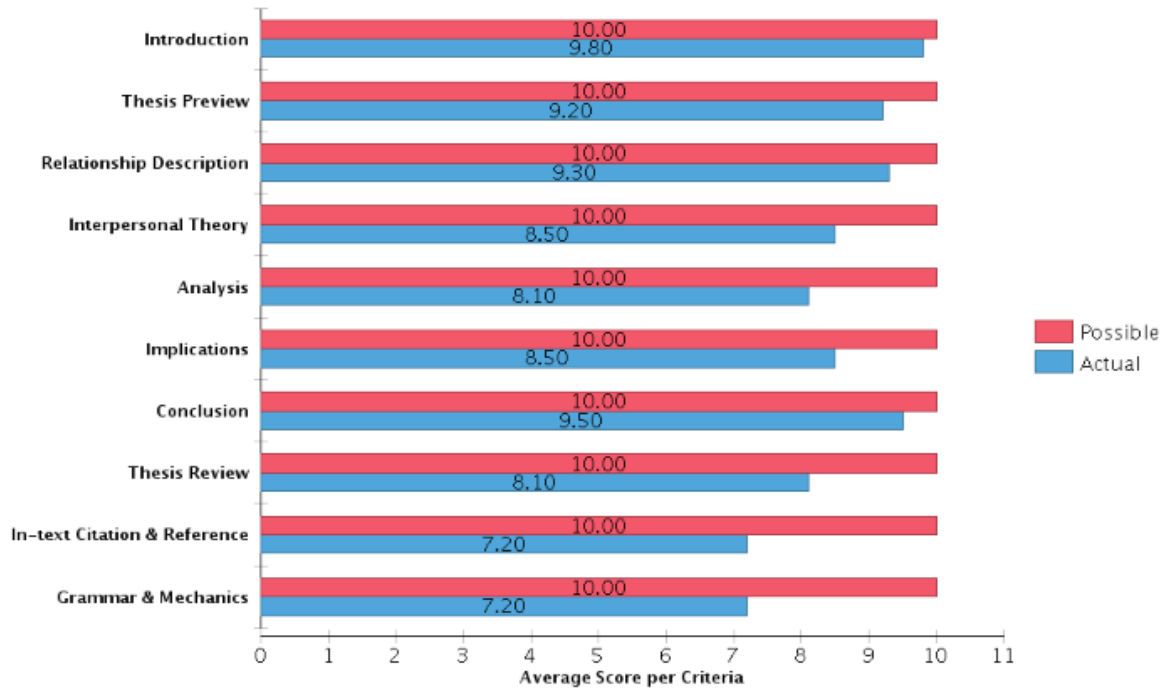
categories on the rubric we look at to assess if a student is meeting the learning outcomes. The rubrics for the Interpersonal Theory paper break each category down percentage wise.

## 7. What were the findings for this academic year? (2019-2020)

### Spring 2020 Relationship Analysis

#### Rubric Analysis

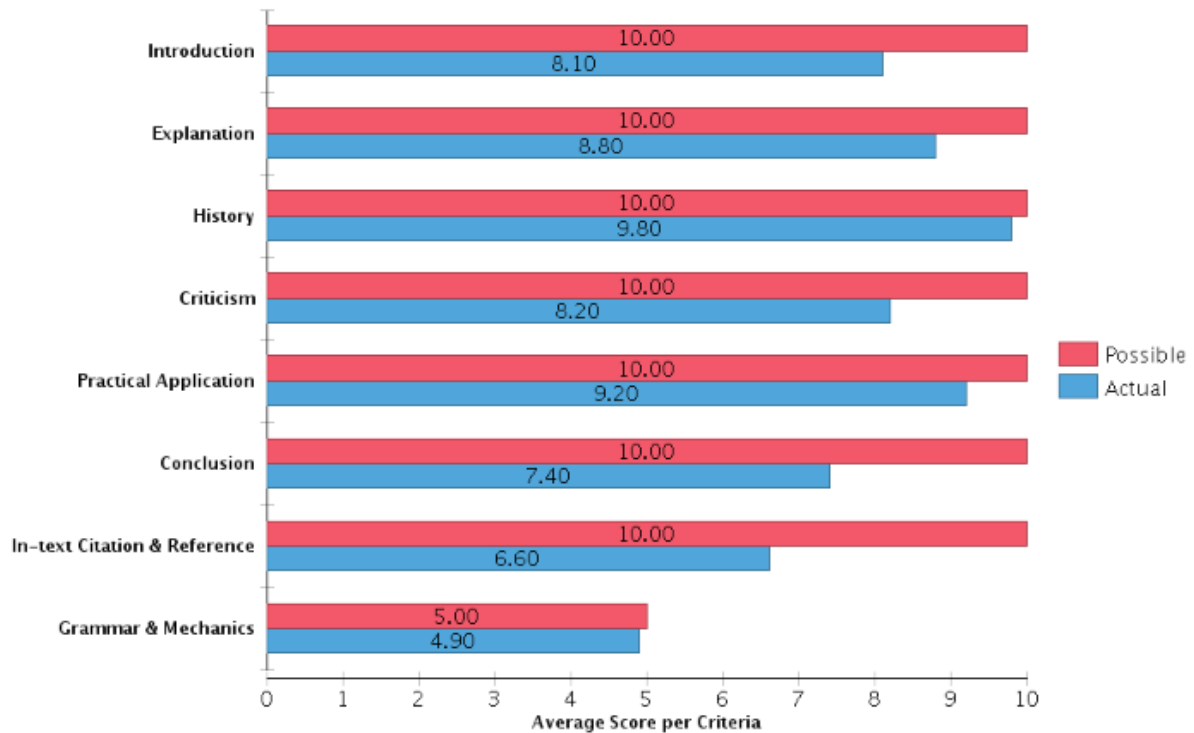
##### Relationship Analysis



## Fall 2020 Relationship Analysis

### Rubric Analysis

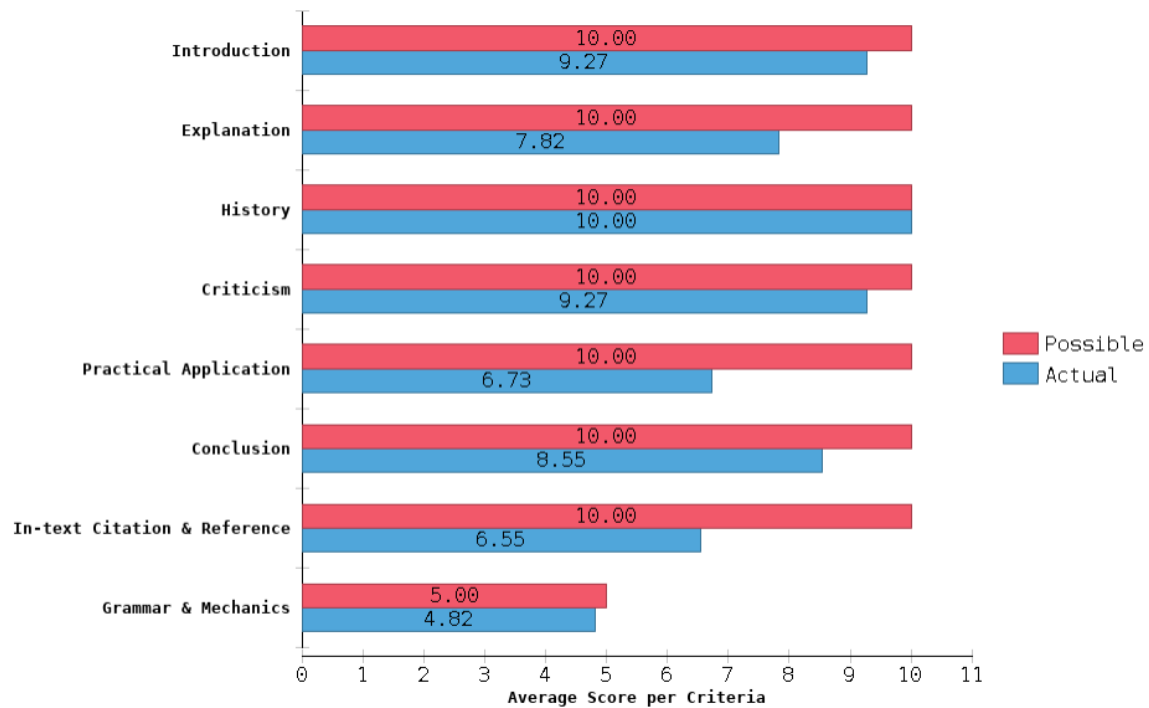
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## Spring 2020 Interpersonal Theory Paper Analysis

### Rubric Analysis

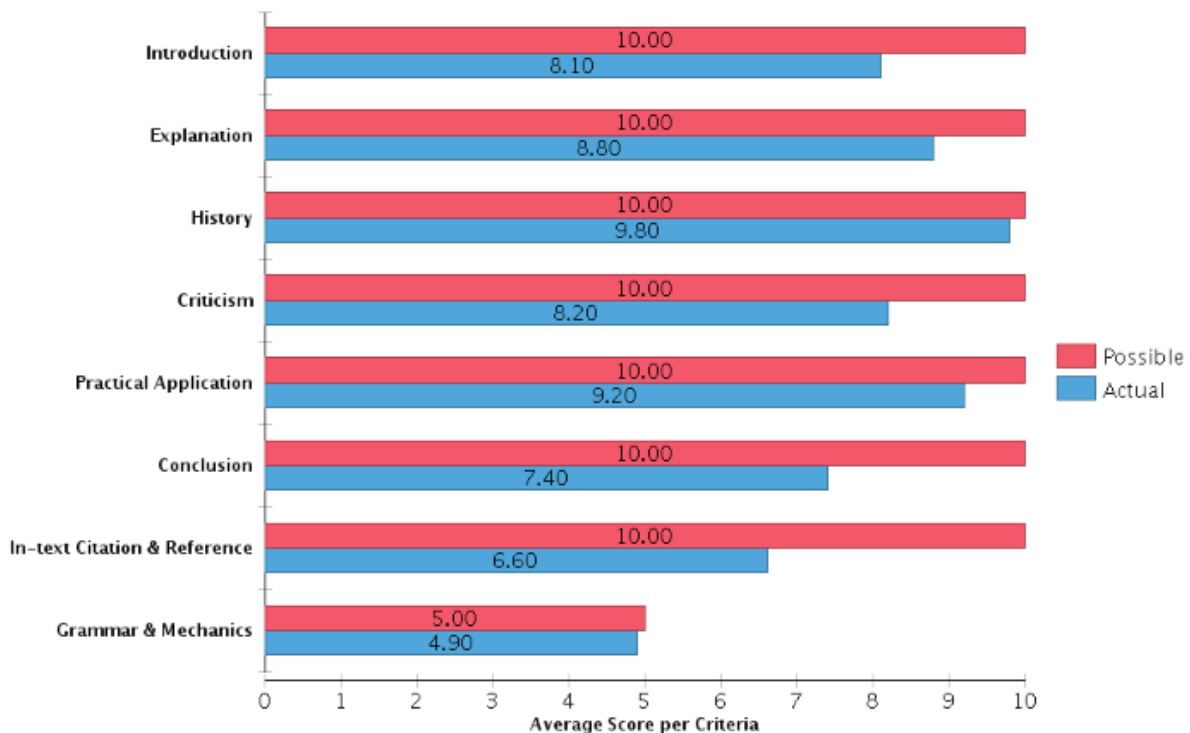
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## Fall 2019 Interpersonal Relationship Paper Analysis

### Rubric Analysis

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## 8. What is your analysis of the findings?

### Relationship Analysis Paper:

**Spring 2020** overall average overall score was 76 out of 100.

**Fall 2019** overall average overall score was 85.14 out of 100.

Rubric Analysis	Spring 2020	Fall 2019
Relationship	100%	90%
Interpersonal Theory	70%	75%
Analysis	80%	60%
Implications	80%	70%

When you look at the overall content of the rubric findings and what was assessed students scored well on the overall concepts of the class and were able to take the

concepts which tie in to learning outcomes for the course and apply them through Relationship description, Interpersonal Theory, Analysis and Implications in a paper. This showed both true for fall and spring semester. There was a better understanding it seems and a higher percentage in scores in Analysis from fall to spring semester. There was a lower percentage score from fall to spring on Interpersonal Theory. Overall scores were a little different from fall to spring semester but this was the last paper that was due at the end of the semester and COVID had hit our area and feel that students were feeling the effect of it, being sick, laid off, etc. which could have had an effect on their school work.

Rubric Analysis	Spring 2020	Fall 2019
Explain	55%	75%
History	100%	95%
Critics	91%	60%
Practical Application	36%	80%

**Interpersonal Paper Analysis:**

**Spring 2020** overall average score was 63.18 out of 75.

**Fall 2019** overall average score was 63.67 out of 75.

When you look at the overall content of the rubric findings and what was assessed students scored well on the overall concepts of the class and were able to apply concepts which tie in to learning outcomes and apply them in a paper. Students were able to take the concepts and explain them, by being able to give history of a relationship, criticism of an Interpersonal theory and practical application. You saw high scores of some of the criteria in fall and then lower scores in the spring, like practical application and explain. This showed both true for fall and spring when compared them. COVID had hit our area and feel that students were feeling the effect of it, being sick, laid off, etc. which could have had an effect on their school work.

## 9. What is the action plan for the next academic year? (2019-2020) Explain.

1. The need to continue to use the Interpersonal Relationship Analysis Paper assignment and expand the Relationship Analysis paper at the end of the semester in to the portfolio assignment.
2. To develop plans to go towards a portfolio for assessment and start using it 2020/2021 if possible, if not 2021/2022.
3. To work on discussion question for the class.



4. Train adjunct on the new portfolio system.
5. Have set policy/procedure in place that if a new book is chosen for the Interpersonal course that it goes through the fulltime communication faculty to make that decision.

DRAFT