

UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

**Course: Interpersonal
Communication**

Academic Year: 2020-2021



1. Name of course: Interpersonal Communication
2. Name of individual(s) compiling report: Kirsten Heintz
3. Date of submission: 9/3/2021
4. Academic year: 2020-2021

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 the academic year?

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 in the upcoming academic year?

We are on a 3-year cycle, 2018- 2019, 2019-2020 and 2020-2021 of ILO 1, 2, 3, 4 & 5. At the end of this cycle, 2020-2021, 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.

We are on a 3-year assessment cycle. In 2018, we started gathering rubrics at the end of the course every semester to collect and analyze the data on 2 paper assignments the Relationship Analysis Paper and Interpersonal Theory Paper. We review the data annually, and every three years, we take a closer look at our assessment and assignments. That is why in the start of 2021 Fall semester we will be using a portfolio system that will address all learning outcomes. During the summer of 2021 the Blackboard Shell for Interpersonal was redone to include the Portfolio assignment. After using it for one year it will be reevaluated as an assessment method.

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

The course has both direct and indirect assessment methods. Students must submit two written papers, The Interpersonal Theory Paper and the Relationship Analysis which is a direct assessment because students are producing an assignment that links to certain learning outcomes.

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 obtains the learning outcomes/objectives.

6. What are the assessment goal(s), including benchmarks?

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

70% success rate on the Interpersonal Theory Paper (worth 75 points)

Using a portfolio for assessment. Re do assignments in the current Blackboard shell to meet LO and be included in the new assessment portfolio for Fall 2021.

75% of students to be adequate on the Relationship Paper Analysis in the following areas: Relationship explanation, Interpersonal Theory application, analysis of theory, and implications 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 or give a relationship explanation, interpersonal theory application, give an analysis and describe or explain implication. There are 4 categories on the rubric we look at to assess if a student is meeting the learning outcomes.

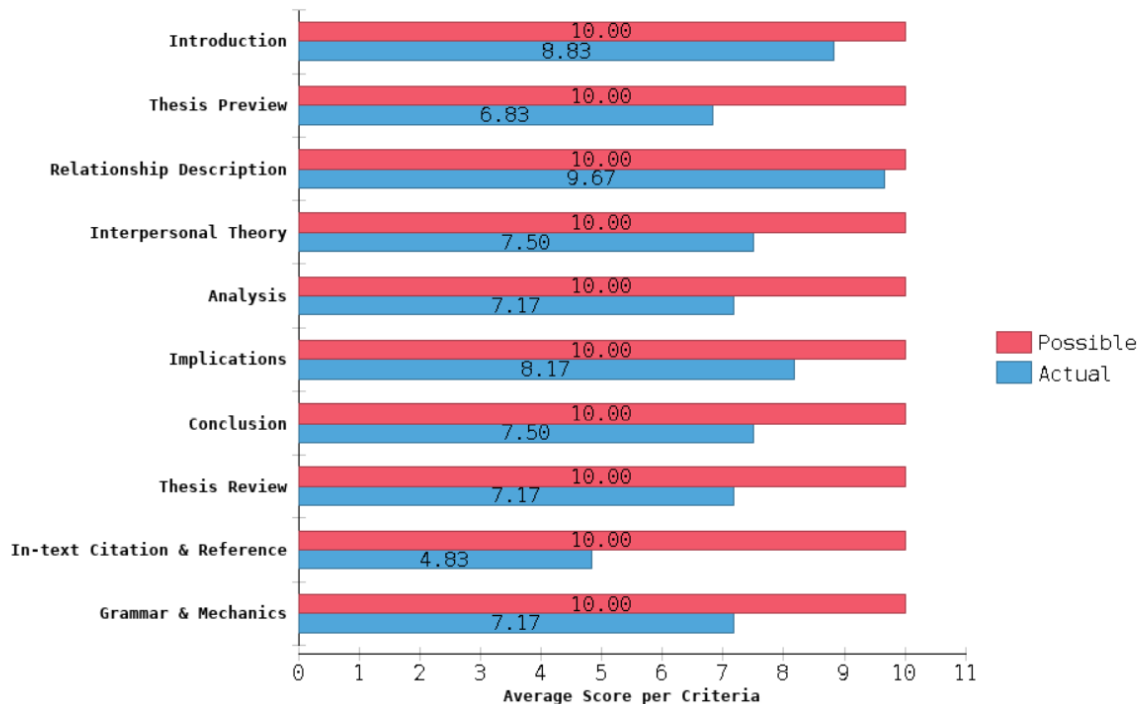
70% of students to be adequate on the Interpersonal Theory Paper in the following areas: explain the relationship, history of relationship, critic of an Interpersonal theory and apply practical application. For the Interpersonal Theory Paper, we are looking to see if they can explain the relationship 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 the academic year?

Fall 2020 Relationship Analysis

Rubric Analysis

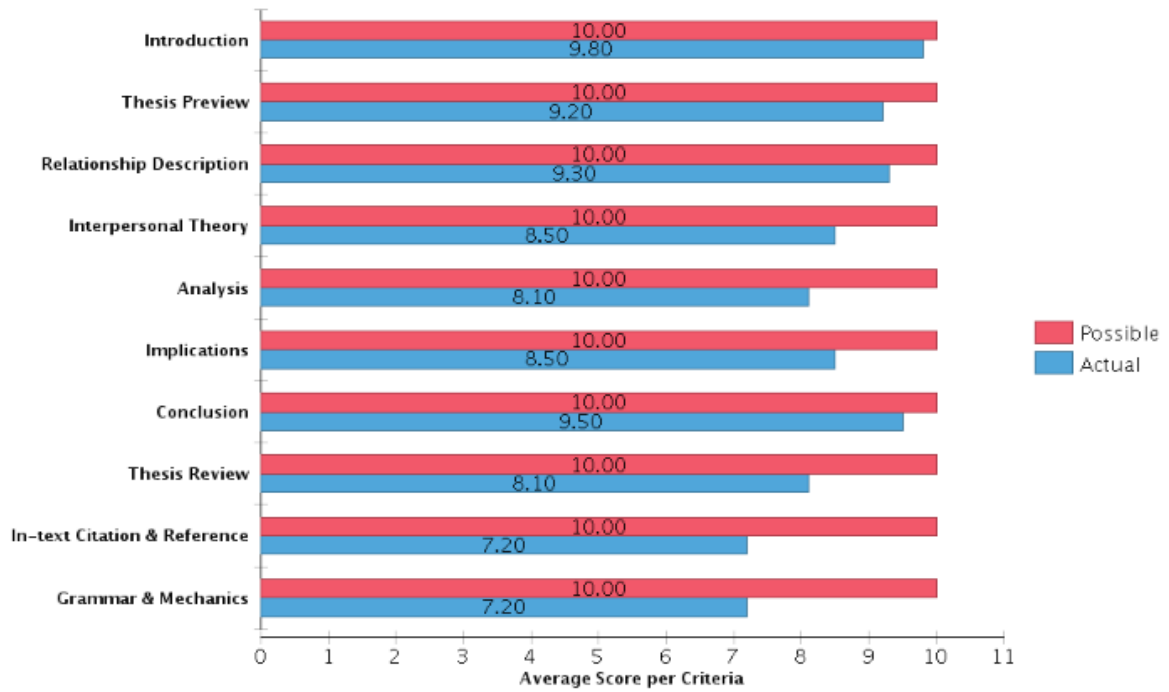
Relationship Analysis



Spring 2021 Relationship Analysis

Rubric Analysis

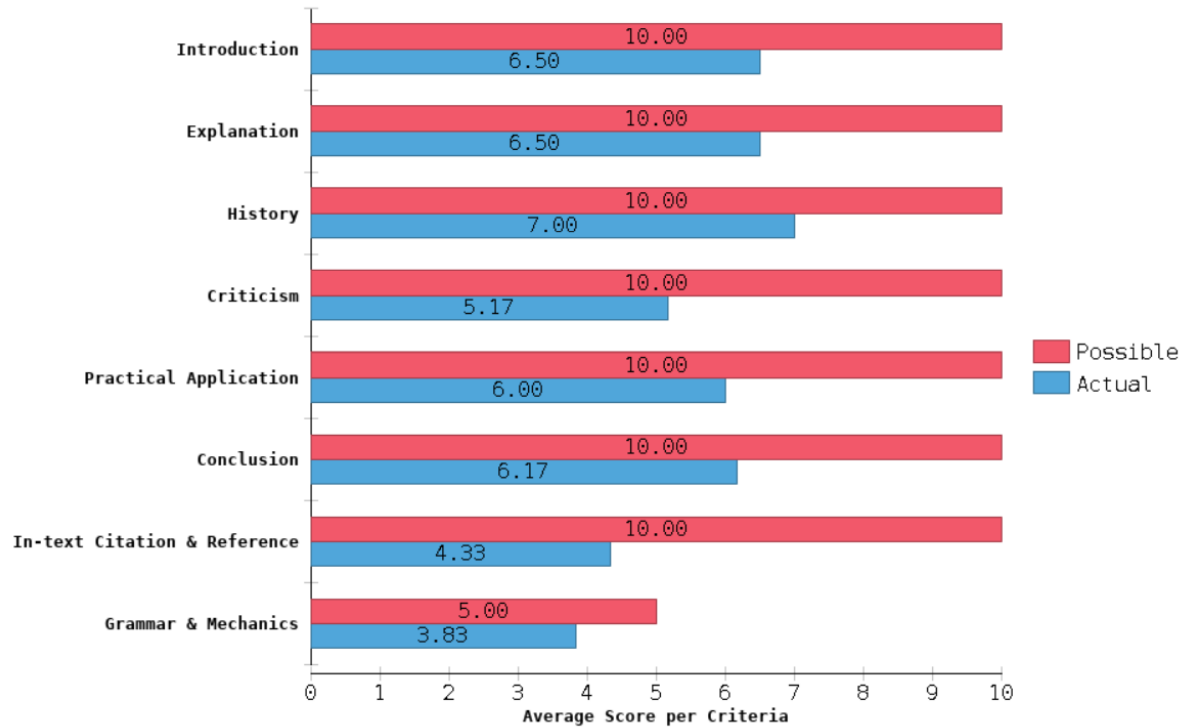
Relationship Analysis



Fall 2020 Interpersonal Theory Paper Analysis

Rubric Analysis

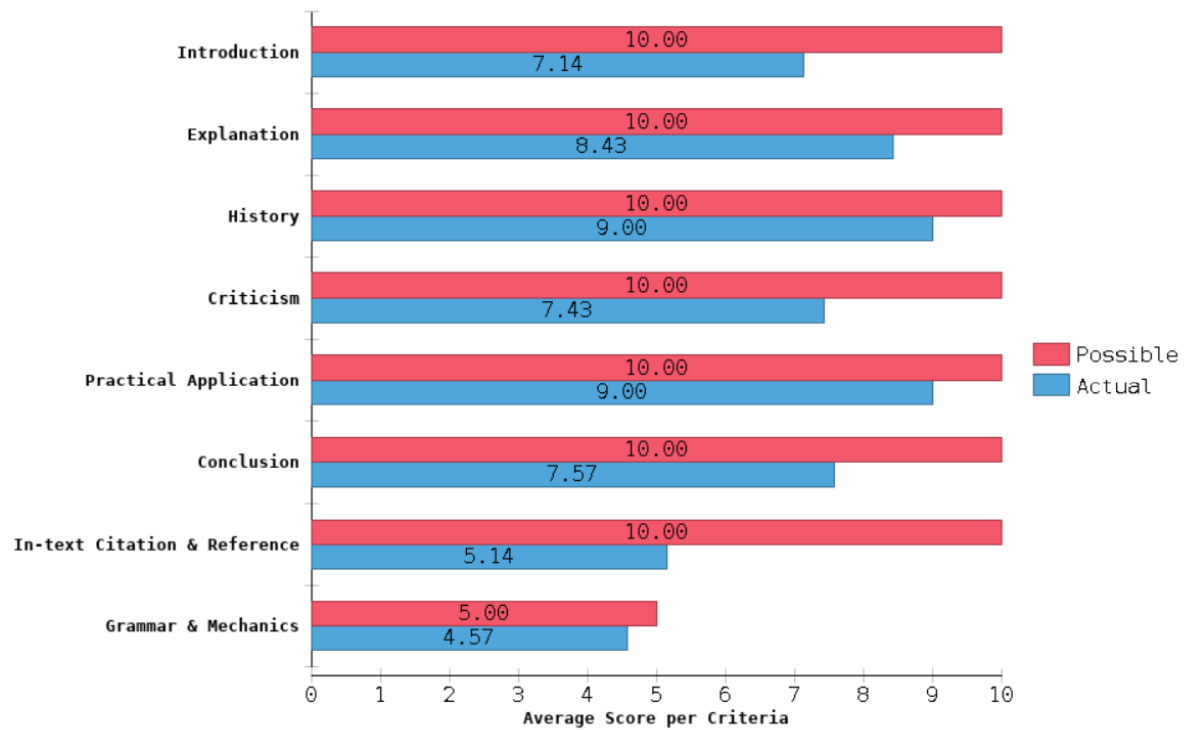
Copy of Relationship Analysis



Spring 2021 Interpersonal Relationship Paper Analysis

Rubric Analysis

Interpersonal Paper Rubric



8. What is your analysis of the findings?

Relationship Analysis Paper:

Spring 2021 overall average overall score was 62 out of 100.

Fall 2020 overall average overall score was 74 out of 100.

Rubric Analysis	Spring 2021	Fall 2020
Description	83%	92%
Interpersonal Theory	17%	67%
Analysis	67%	58%
Implications	67%	67%

When you look at the overall content of the rubric findings and what was assessed students scored below average on some of the overall concepts of the class and were not 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 in the fall semester in able to explain description of relationship. There was a lower percentage score in spring on Interpersonal Theory. Overall scores were low each semester but this could be due to 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. This also goes to show we need to look at our Blackboard Course shell and assignments.

Interpersonal Paper Analysis:

Spring 2021 overall average score was 54 out of 75.

Fall 2020 overall average score was 49 out of 75.

Rubric Analysis	Spring	2021	Fall 2020
Explain	36%		42%
History	79%		67%
Critics	50%		33%
Practical Application	64%		33%

When you look at the overall content of the rubric findings and what was assessed students scored below average on the overall concepts of the class and were not able to apply concepts which tie in to learning outcomes and apply them in a paper. Students were not 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 low scores of some of the criteria in fall and in the spring. 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. This also goes to show we need to look at our Blackboard Course shell and assignments

9. What is the action plan for the upcoming academic year?

Explain.

1. Design an assessment portfolio to begin using Fall 2021.
2. The need to evaluate the portfolio assessment during the summer of 2022.
3. Discuss if the assignments in the standard Blackboard Course Shell are meeting the LO Summer 2022.
4. Edit the Interpersonal Blackboard Course Shell for any changes during summer 2022.