
Bergen Community College

ASSESSMENT REPORT FORM FOR ACADEMIC PROGRAM

Assessment Period: Spring 2016, 4th semester of the assessment cycle

Department/Program: Communication

Department Chair: Elin Schikler

Department Assessment Liaison: Jane Phelps

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❖ **Program Description or mission/goal statement of the Department/Program:**

- Develop responsible communities and individuals
- Teach theories, principles, and practices of effective and ethical communication in a range of personal, public, visual and mediated contexts.
- Prepare interested students for advanced undergraduate and graduate studies in Communication

❖ **Program Learning Goals/Outcomes:**

- Demonstrate the ability to speak effectively in personal, social, academic, and business situations.
- Learn and apply methods in researching, organizing, delivering, and evaluating formal and informal speeches.
- Understand the body of research in related content areas of COM- 100.
- Demonstrate knowledge of theories of communication, analysis of effective speaking, interpersonal and intrapersonal communication.
- Develop effective listening skills.
- Demonstrate the ability to participate effectively in discussion groups.
- Demonstrate an understanding of the impact of messages in our society.
- Develop awareness of and understanding of culture and diversity as well as demonstrate effective communication skills in cross cultural situations.

SEMESTER 1: CREATING PROGRAM-LEVEL ASSESSMENT PLAN

1. Program Learning Goal(s) or Outcome(s) to be assessed (from the above section):

Develop awareness of and understanding of culture and diversity as well as demonstrate effective communication skills in cross cultural situations.

2. Means of Assessment:

In order to assess the intercultural communication learning goal, the Intercultural Communication course (COM 114) will be used. This course not only fulfills a diversity requirement but is also a general education course. Film Analysis Presentations, a required assignment for COM 114 course, allows students to critically analyze intercultural communication as it relates to pop culture. Students will work in groups to analyze and critique a movie. Each student will choose one scene from the movie and explain how that scene demonstrates intercultural communication concepts.

Students will be graded on their critical analysis, description of scene and explanation of concepts and terms. The following criteria will be examined:

- Definition of culture as it relates to the film
- Identification of intercultural themes within the scene/movie
- Explanation of intercultural concepts regarding plot and character development
- Identifying relationships, power dimensions, stereotypes and ethnocentrism within scene
- Definitions of communication related terms such as nonverbal communication, language, perception
- Recognized culture shock
- Thorough analysis of cultural concepts, issues

▪ Feedback from Dean:

SEMESTER 2: DEVELOPING ASSESSMENT TOOL (s) and TIMELINE

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

The assessment will be completed in Spring 2015 semester. The data will be analyzed using a rubric that has been designed to evaluate student's strengths regarding the analysis of the film. Students will work collaboratively in groups and use one film as the basis of the project. However, each student will select their own scene and individually analyze that scene. Student will receive an individual grade based out of 60 points. The grading rubric is attached.

3B. Desired results faculty would like to see.

This assignment is intended to show student competency in the area of intercultural awareness and understanding. The desired outcome is for 85-90% of students within the class to show competency which includes identifying cultural themes, defining terms and explaining concepts in regards to the movie/scene.

Feedback from CIE:

SEMESTER 3: COLLECTING AND ANALYZING DATA

4. Summary of Results (aggregated data table, survey tool, etc., are attached)

The Film Analysis Presentation Assessment was completed in May 2015. The original grading rubric was revised to a 12 category rubric and the point value for the assignment was decreased to 50 points. Each student was placed in a group that chose one movie to use as the basis for the group assignment. Students then chose one scene to analyze individually. Each group worked together to coordinate their presentation. They explained the plot of the movie, defined culture and communication and showed all the scenes to the class (each student described their own scene). Students worked together as a group but were given individual grades on their analysis of their particular scene. The grades were based on the oral performance/analysis and a written handout that was turned in on the day of the presentation.

The desired outcome of the assessment was for 85-90% of students to show competency in various areas of knowledge such as: defining culture, explaining family dynamics, gender roles and relationships, identifying intercultural themes and concepts, explaining perception and worldview, describing nonverbal and verbal communication and recognizing culture shock.

24 students participated in the assignment: 18 students received grades of A (75%), 5 students received a B (21%) and one student received an F. Based on those numbers, it would appear that the majority of the class demonstrated knowledge and competency. Students displayed general knowledge and worked very well together within their groups. They were able to identify many intercultural terms. However, I do feel they need to further analyze terms and recognize more concepts within their scenes.

Specific Findings:

Attached is the Grading Rubric that was used as my assessment tool. You will see detailed numbers and percentages for each category.

Students performed best in three main areas:

- Defining culture as it related to the movie
- Working well with group members
- Organization of information

Students performed fairly well in four areas:

- Describing the details of the movie scene
- Identifying intercultural themes within plot and scene
- Explaining characters and their relationships in the movie
- Identifying cultural terms

Students scored lowest in three areas:

- Recognizing and explaining family dynamics, gender roles
- Analyzing perception, values and culture shock
- Identifying nonverbal and verbal communication

5. Recommendations for Improvement:

One improvement for assignment in the future is to expand the categories on the grading rubric to become more specific. For example, instead of listing “identifying nonverbal communication” I can change the category to list specific nonverbal behaviors such as proxemics, haptics, eye contact, silence. Giving specifics will force students to analyze more information. Although part of the assignment is to have the student recognize these concepts on their own, they may need more specifics on the rubric to help guide them in the right direction.

Another option is to give each group a specific theme to analyze. For example: one group may analyze religion and worldview, another will look at healthcare, another group will look family and gender roles, etc... This will allow students to have a more focused scope of the project. In addition it will force the groups to choose movies that are diverse and fit into the suggested theme.

▪ Feedback from Dean:

SEMESTER 4: CLOSING THE LOOP AND SHARING KNOWLEDGE

6. Use of Results:

After analyzing my data, I made some changes to the assignment. The first change was adapting the grading/evaluation sheet. I reduced the categories from 12 to 9, because I found that some of my categories were too complex and did not apply to a lot of the scenes and movies students were showing for the assignment. I also uploaded my grading sheet onto Moodle so students could see the rubric in advance and knew the criteria for which they were being graded on. Based on these changes, I found more students understood what I was looking for while I was grading and seemed to conduct deeper analysis of the intercultural concepts.

I am still considering making other changes for next semester. If I continue to use movies for the assignment, I will assign each group a different theme to focus on or give them a minimum of terms/concepts to identify to make sure they have enough analysis. Another thought is using current television shows instead of movies.

I will continue to use this assessment in future semesters, since the students enjoy watching the movies. It allows students to actually “see” the concepts being discussed instead of just learning about them through lecture or class discussions. Because of this, I will not make any major changes to my course guide. However, my focus for this assignment in the future may lean more towards U.S. dominant cultural values, verbal and nonverbal communication, and family dynamics/ gender roles.