Discipline Outcome
Recognize non-verbal cues in interpersonal relationships

Assessment Author(s)
Terri Scrima

Measure 1 Type:
Direct

Survey or questionnaire

Measure 1 Description:
The Communication Department staff will conduct a pre and post survey on paper to be distributed in the 40-plus sections of Communication classes.

Measure 1 Sample Size:
1500

1) Describe the benchmark for this measure.
The benchmark will measure if our students recognize non-verbal cues in all of their relationships based on the answers to the Likert-scale designed questions. For our purposes, a benchmark of 80% or greater will be used.

2) What is the rationale for choosing this benchmark?
We want our students to understand the nuances of non-verbal communication to enhance their overall communication with others. Later, in the post test, we will determine that the instruction on the topic further enhanced their non-verbal communication skills.

This discipline outcome was
Surpassed benchmark

Measure 1 Results:
1. Body language (gestures, movement, mannerisms) and tone of voice are important in relationships.
   1 = Strongly Disagree
   2 = Disagree
   3 = Neutral
   4 = Agree
   5 = Strongly Agree

Yes, students DO recognize non-verbal cues as important in interpersonal relationships.

Over 97% of students (97.29%) recognize non-verbal cues prior to the teaching component and after the teaching component it went down to 95.7% for total students. In our assessing the same sections the number of male participants decreased from 72 to 63 students.

By gender: the MEN were at 100% for this question and the WOMEN were at 94.7% in the pre-teaching survey. In the post-teaching Survey, the MEN were at 97% and the WOMEN were at 97.3%.

Therefore students already and continue to recognize non-verbal cues importance in interpersonal relationships.

1) How did unit/department performance compare to the benchmark?
The performance of the students surpassed the benchmark. Most students already understand the importance of non-verbal communication in relationships.

2) How does the data compare to the previous year, if applicable?
This is the first year of the Non-verbal Communication pre and post survey. We did compile a lot of data in only the Fall semester, yet mindfully decided to only use the question(s) for this measure that applied to interpersonal relationships.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

The learning outcome is being taught well and most students recognize the importance of non-verbal communication within interpersonal relationships.

The learning outcome is an important factor in learning about communication and utilizing the different functions of communication. This concept provides educational support as non-verbal is a major concept and learning outcome for all five communication courses being taught at ACC.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The good news is that the students already highly valued non-verbal communication in interpersonal relationships, which supports the overall learning of the various components to increasing comprehension, understanding, and cooperation when communicating in all relationships.

Further Action:

Further Action Unnecessary

Describe the action plan:

The learning outcome is being taught well and most students recognize the importance of non-verbal communication within interpersonal relationships.

**Discipline Outcome**

**Interpret non-verbal cues in interpersonal relationships**

**Assessment Author(s)**

Terri Scrima

**Measure 1 Type:**

Direct

**Survey or questionnaire**

**Measure 1 Description:**

The Communication Department staff will conduct a pre and post survey on paper to be distributed in the 40-plus sections of Communication classes.

**Measure 1 Sample Size:**

1500

1) Describe the benchmark for this measure.

The benchmark will measure if our students interpret non-verbal cues in all of their relationships based on the answers to the Likert-scale designed questions. For our purposes, a benchmark of 80% or greater will be used.

2) What is the rationale for choosing this benchmark?

We want our students to understand the correct interpretation of non-verbal communication to enhance their overall communication with others. Later, in the post test, we will determine that the instruction on the topic further enhanced their non-verbal communication skills.

This discipline outcome was

Surpassed benchmark

**Measure 1 Results:**

I need to be aware of my own body language and tone of voice when I interact with others.

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

1 = Strongly Agree
Over 99% of students (99.96%) recognize non-verbal cues prior to the teaching component and after the teaching component it went up slightly to 99.97% for total students. In our assessing the same sections the number of male participants decreased from 72 to 63 students. By gender that the MEN were at 99.96% for this question and the WOMEN were at 96% in the pre-teaching survey. In the post-teaching Survey, the MEN were at 96.9% and the WOMEN were at 99.98%.

1) How did unit/department performance compare to the benchmark?
The performance of the students surpassed the benchmark. Most students are aware of their own body language and tone of voice when interacting with others.

2) How does the data compare to the previous year, if applicable?
This is the first year of the Non-verbal Communication pre and post survey. We did compile a lot of data in only the Fall semester, yet mindfully decided to only use the question(s) for this measure that applied to interpersonal relationships or how students interact with others.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
The good news is that the students already highly valued non-verbal communication in interpersonal relationships and are aware of their own body language and tone of voice when interacting with others.

The non-verbal concept supports the overall learning of the various components to increasing their awareness, interpretation, and understanding, when communicating and interacting with others in all relationships.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?
The learning outcome is an important factor in learning about communication and utilizing the different functions of communication. This concept provides educational support as non-verbal is a major concept and learning outcome for all five communication courses being taught at ACC.

Further Action:
Further Action Unnecessary

Learning Outcome
Quantitative Reasoning

Assessment Author(s)
Terri Scrima

Measure 1 Type:
Direct

Survey or questionnaire

Measure 1 Description:
The Communication Department staff will conduct a pre and post survey on paper to be distributed in the 40-plus sections of Communication classes.

Measure 1 Sample Size:
1500

1) Describe the benchmark for this measure.
The benchmark will measure if our students interpret and evaluation information and develop opinions regarding non-verbal cues in all of their relationships based on the answers to the Likert-scale designed questions.

For our purposes, a benchmark of 80% or greater will be used.

2) What is the rationale for choosing this benchmark?

We want our students to understand and interpret non-verbal communication to enhance their overall communication with others. Later, in the post test, we will determine that the instruction on the topic further enhanced their non-verbal communication skills.

This learning outcome was

Surpassed benchmark

Measure 1 Results:

Quantitative Reasoning-Questions 3, 4, and 6 and those students that rated the questions as a 3-5 on the Likert Scale.

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-teaching Male(%)</th>
<th>Post(%)</th>
<th>% difference from Pre-Post Male</th>
<th>Female(%)</th>
<th>Post(%)</th>
<th>% difference from Pre-Post Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 3</td>
<td>99.96</td>
<td>99.98</td>
<td>negligible</td>
<td>99.97</td>
<td>100</td>
<td>negligible</td>
</tr>
<tr>
<td>Question 4</td>
<td>99.96</td>
<td>100</td>
<td>negligible</td>
<td>99.97</td>
<td>99.99</td>
<td>negligible</td>
</tr>
<tr>
<td>Question 6</td>
<td>99.96</td>
<td>99.95</td>
<td>negligible</td>
<td>96</td>
<td>100</td>
<td>negligible</td>
</tr>
</tbody>
</table>

1) How did unit/department performance compare to the benchmark?

The performance of the students surpassed the benchmark. Most students already understand the importance of non-verbal communication in relationships.

2) How does the data compare to the previous year, if applicable?

This is the first year of the Non-verbal Communication pre and post survey. We did compile a lot of data in only the Fall semester, yet mindfully decided to only use the question(s) for this measure that applied to interpersonal relationships.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Surpassed benchmark
2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

The learning outcome is being taught well and most students recognize the importance of non-verbal communication within interpersonal relationships. The learning outcome is an important factor in learning about communication and utilizing the different functions of communication.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

This concept provides educational support as non-verbal is a major concept and learning outcome for all five communication courses being taught at ACC.

Further Action:
Further Action Unnecessary

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### Learning Outcome

**Communication**

**Assessment Author(s)**

Terri Scrima

**Measure 1 Type:**

Direct

Survey or questionnaire

**Measure 1 Description:**

The Communication Department staff will conduct a pre and post survey on paper to be distributed in the 40-plus sections of Communication classes.

**Measure 1 Sample Size:**

1500

1) Describe the benchmark for this measure.

The benchmark will measure if our students are able to construct, deliver, and engage in affective non-verbal communication with others based on the answers to the Likert-scale designed questions.

We will further determine if the ability to communicate effectively using non-verbal communication is based on age, gender, marital status, year in school, and field of study.

For our purposes, a benchmark of 80% or greater will be used.

2) What is the rationale for choosing this benchmark?

Determine if students are able to construct, deliver, and engage in affective non-verbal communication with others.

**Measure 1 Results:**

Communication- Questions 3, 4, and 6 and those students that rated the questions as a 3-5 on the Likert Scale.

3. I think people should become more aware of their own body language when they work with others.

4. I think people should become more aware of their own tone of voice when they work with others.

6. My nonverbal communication cues or behaviors affect my relationships.

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Over 99% of students (99.97%) understand that non-verbal cues are important in relationships with others prior to the teaching component and after the teaching component it went up slightly to 99.99% for total students. In our assessing the same sections the number of male participants decreased from 72 to 63 students.

<table>
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<tr>
<th>Question</th>
<th>Pre-teaching Male(%)</th>
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<th>% difference from Pre-Post Male</th>
<th>Pre-teaching Female(%)</th>
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<td>negligible</td>
<td>99.97</td>
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<td>negligible</td>
</tr>
</tbody>
</table>
1) How did unit/department performance compare to the benchmark?

The performance of the students surpassed the benchmark. Most students already understand the importance of non-verbal communication in relationships.

2) How does the data compare to the previous year, if applicable?

This is the first year of the Non-verbal Communication pre and post survey. We did compile a lot of data in only the Fall semester, yet mindfully decided to only use the question(s) for this measure that applied to interpersonal relationships.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

The learning outcome is being taught well and most students recognize the importance of non-verbal communication within interpersonal relationships and can communicate effectively using non-verbal communication cues. The learning outcome is an important factor in learning about communication and utilizing the different functions of communication. This concept provides educational support as non-verbal is a major concept and learning outcome for all five communication courses being taught at ACC.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The good news is that the students already highly valued non-verbal communication and its use in interpersonal relationships, which supports the overall learning of the various components to increasing comprehension, understanding, and cooperation when communicating in all relationships.

Further Action:

Further Action Unnecessary

Learning Outcome

Cultural Awareness

Assessment Author(s)

Terri Scrima

Measure 1 Type:

Direct
Survey or questionnaire

Measure 1 Description:
The Communication Department staff will conduct a pre and post survey on paper to be distributed in the 40-plus sections of Communication classes.

Measure 1 Sample Size:
1500

1) Describe the benchmark for this measure.
The benchmark will measure our students cultural awareness of others non-verbal cues when communicating with interculturally-diverse relationships. For our purposes, a benchmark of 80% or greater will be used.

2) What is the rationale for choosing this benchmark?
We want our students to understand the nuances of non-verbal communication to enhance their overall communication with others, as it applies specifically to intercultural communication situations. Later, in the post test, we will determine that the instruction on the topic further enhanced their non-verbal communication skills.

This learning outcome was
Surpassed benchmark

Measure 1 Results:
Question 8 below was analyzed and those students rated the questions as a 3-5 on the Likert Scale.
8. I realize nonverbal cues are used and interpreted during a communication situation with someone from another culture more than verbal cues when communicating.

1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Results are:
By gender that the MEN were at 99.94% for this question and the WOMEN were at 99.97 % in the pre-teaching survey.
In the post-teaching Survey, the MEN were at 100 % and the WOMEN were at 100 %.
Use of results: Therefore, the students have a good basis for interpreting non-verbal communication when communicating with someone from another culture.

1) How did unit/department performance compare to the benchmark?
The performance of the students surpassed the benchmark. Most students already understand the importance of non-verbal communication in relationships.

2) How does the data compare to the previous year, if applicable?
This is the first year of the Non-verbal Communication pre and post survey. We did compile a lot of data in only the Fall semester, yet mindfully decided to only use the question(s) for this measure that applied to interpersonal relationships.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong exceeds benchmark, neutral meets benchmark, or weak misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
The learning outcome is being taught well and most students recognize the importance of non-verbal communication within interpersonal relationships. The learning outcome is an important factor in learning about communication and utilizing the different functions of communication. This concept provides educational support as non-verbal is a major concept and learning outcome for all five communication courses being taught at ACC.
3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The good news is that the students already highly valued non-verbal communication in interpersonal relationships, which supports the overall learning of the various components to increasing comprehension, understanding, and cooperation when communicating in all relationships.

Further Action:
Further Action Unnecessary