

**Course Assessment Report**  
**Washtenaw Community College**

Discipline	Course Number	Title
Communications	102	COM 102 08/07/2017- Interpersonal Communication
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Bonnie Tew
Date of Last Filed Assessment Report		

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Identify ten common interpersonal communication problems inherent in interpersonal relationships.

- Assessment Plan
  - Assessment Tool: Essay and short answer questions
  - Assessment Date: Fall 2017
  - Course section(s)/other population: All sections in one semester
  - Number students to be assessed: Random sample of 100 students
  - How the assessment will be scored: Essay and short-answer questions will be scored using a departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% or more of the students assessed will score a 70% or higher.
  - Who will score and analyze the data: Department trained faculty will analyze the exam.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
273	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Section two and section four of COM 102 were assessed in the Winter of 2017. 32 students out of 44 enrolled were assessed according to those who completed the course and assessment. 12 students did not complete the work to be assessed due to absences or withdrawal from the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The two sections selected were offered on-campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A standard departmental exam was administered at the end of the semester for this outcome. The cumulative test consisted of short answer/essay questions. Student responses to these questions were evaluated on a four point-scale using a department rubric to determine accuracy. The rubric used to assess this outcome is attached to this report.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

32 students completed the department test. The standard of success, as articulated in the master syllabi submitted in September 2016, is 70% of students must score 70% or higher on all learning outcomes. Outcome #1 has 4 points possible. 26 out of 32 (81%) students met the standard of success on outcome #1.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students appear to clearly comprehend the ten most common problems faced by relationships in multiple contexts and have demonstrated competency in identifying these problems. Students also demonstrated understanding of the range of consequences for communication and relationships, which these problems can cause if not recognized and effectively addressed.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While students successfully met and exceeded the standard of success, I would like to see the number of students who can fully recognize and articulate these problems increase in the future. In order to achieve this goal, an increase in reviews embedded within the semester and the incorporation of more exercises/case studies for analysis throughout the term would assist students with continually reviewing and assimilating the material.

Outcome 1: Identify ten common interpersonal communication problems inherent in interpersonal relationships.

- Assessment Plan
  - Assessment Tool: Multiple Choice and True/False Exam Questions.
  - Assessment Date: Fall 2017
  - Course section(s)/other population: All sections in one semester
  - Number students to be assessed: Random sample of 100 students
  - How the assessment will be scored: Multiple-choice and True/False questions will be scored using an answer key loaded into the Course Learning Management System.
  - Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.
  - Who will score and analyze the data: Discipline trained Faculty will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
273	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Sections two and four of COM 102 were assessed in the Winter of 2017. 32 students out of 44 enrolled were assessed according to those who completed the course and assessment. 12 students did not complete the work to be assessed due to absences or withdrawal from the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Two on-campus sections were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A standard departmental exam was administered at the end of the semester for this outcome. The cumulative test consisted of short answer/essay questions and multiple choice questions. The multiple choice portion of the exam included four questions designed to measure student comprehension and identification of the 10 interpersonal communication problems studied throughout the term. Student responses to these questions were collected and scored through the Blackboard Learning Management System. Each question was worth one point, for a total of four points.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All 32 students completed this portion of the department test. Of the 32 students completing the test, 25 earned a 70% or higher score (70% indicates the standard of success). The overall average score of these four questions was 78%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students appear to clearly comprehend the ten most common problems faced by relationships in multiple contexts and have demonstrated competency in identifying these problems. Students also demonstrated understanding of the range of consequences for communication and relationships, which these problems can cause if not recognized and effectively addressed.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While students successfully met and exceeded the standard of success, I would like to see the number of students who can fully recognize and articulate these problems increase in the future. In order to achieve this goal, an increase in reviews embedded within the semester and the incorporation of more exercises/case studies for analysis throughout the term would assist students with continually reviewing and assimilating the material.

Outcome 2: Distinguish the differences between various interpersonal communication concepts and theories.

- Assessment Plan
  - Assessment Tool: Multiple Choice and True/False Exam Questions.
  - Assessment Date: Fall 2017
  - Course section(s)/other population: All sections in one semester
  - Number students to be assessed: Random sample of 100 students
  - How the assessment will be scored: Multiple-choice questions will be scored using an answer key loaded into the Course Learning Management System.
  - Standard of success to be used for this assessment: 70% or more of the students will score 70% or higher.
  - Who will score and analyze the data: Discipline trained Faculty will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
273	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number of students assessed is different from the number enrolled in the two sections due to absences or withdrawal from the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Two on-campus sections were selected to be assessed. No other populations were selected for this assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A standard departmental exam was administered at the end of the semester for this outcome. This portion of the cumulative test consisted of four multiple choice questions designed to measure whether or not students could distinguish between various interpersonal concepts and theories. Student responses to these questions were scored and tabulated by the Blackboard Learning Management System.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

32 students completed the department test. The standard of success, as articulated in the master syllabi submitted in September 2016, is 70% of students must score 70% or higher on all learning outcomes. Outcome #2, for this specific tool, has 4 points possible. 29 out of 32 students (91%) met, or exceeded, the standard of success on outcome #2 for this tool. Students scored an average of 90% on these four questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated excellent comprehension of theories and interpersonal concepts. Students were clearly able to apply the concepts to situations and were able to clearly distinguish the differences between the theories.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In order to retain and grow the success rate for this outcome, additional in-class activities could be used to assist with increasing comprehension and retention of the characteristics inherent in emotional intelligence, as this was the question the greatest number of students appeared to struggle with explaining and applying.

Outcome 2: Distinguish the differences between various interpersonal communication concepts and theories.

- Assessment Plan
  - Assessment Tool: Essay and short answer questions
  - Assessment Date: Fall 2017
  - Course section(s)/other population: All sections in one semester
  - Number students to be assessed: Random sample of 100 students
  - How the assessment will be scored: Essay and short answer questions will be scored using a departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.
  - Who will score and analyze the data: Department faculty will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
273	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number of students assessed is different from the number enrolled in the two sections due to absences or withdrawal from the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Two on-campus sections were selected to be assessed. No other populations were selected for this assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A standard departmental exam was administered at the end of the semester for this outcome. This portion of the cumulative test consisted of short answer/essay questions. Student responses to these questions were evaluated on a four point-scale using a department rubric to determine accuracy. The rubric used to assess this outcome is attached to this report.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

32 students completed the department test. The standard of success, as articulated in the master syllabi submitted in September 2016, is 70% of students must score 70% or higher on all learning outcomes. Outcome #2 has 4 points possible. 27 out of 32 (84%) students met the standard of success on outcome #2 for this tool.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated excellent comprehension of theories and interpersonal concepts. Students were clearly able to apply the concepts to situations and were able to clearly distinguish the differences between the theories.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In order to retain and grow the success rate for this outcome, additional in-class activities could be used to assist with increasing comprehension and retention of the characteristics inherent in emotional intelligence, as this was the question the greatest number of students appeared to struggle with explaining and applying.

### Outcome 3: Construct examples of competent interpersonal communication messages.

- Assessment Plan
  - Assessment Tool: Multiple choice and true/false exam questions.
  - Assessment Date: Fall 2017
  - Course section(s)/other population: All sections in one semester



- Number students to be assessed: Randomly of 100 students
- How the assessment will be scored: Multiple-choice and True/False questions will be scored using an answer key loaded into the Course Learning Management System.
- Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.
- Who will score and analyze the data: Discipline trained Faculty will analyze the data

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
273	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Sections 2 and 4 of COM 102 were assessed in the Winter of 2017. 32 students out of 44 enrolled were assessed according to those who completed the course and assessment. 12 students did not complete the work to be assessed, due to absences or withdrawal from the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The two sections selected were offered on-campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A standard departmental exam was administered at the end of the semester for this outcome. The cumulative test consisted of short answer/essay questions. Student responses to these questions were evaluated on a four point-scale using a department rubric to determine accuracy. The rubric used to assess this outcome is attached to this report. It was discovered, while attempting to complete the assessment of this outcome, that it is impossible for the students to "construct examples of competent interpersonal communication messages" using a multiple

choice exam. Therefore, this tool was not utilized to assess outcome #3 and the short answer essay was found to be effective and sufficient.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

32 students completed the department test. The standard of success, as articulated in the master syllabi submitted in September 2016, is 70% of students must score 70% or higher on all learning outcomes. The rubric used to assess outcome #3 has 4 points possible. 24 out of 32 (75%) students met the standard of success on outcome #3 through the use of the short answer essay tool and rubric. It was discovered, while attempting to complete the assessment of this outcome, that it is impossible for the students to "construct examples of competent interpersonal communication messages" using a multiple choice exam. Therefore, this tool was not utilized to assess outcome #3 and the short answer essay was found to be effective and sufficient.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students successfully recognized and demonstrated the ability to apply various tools presented in the course, which assist with facilitating effective communication. In addition, students could accurately identify how to construct the messages and when to use the messages. Students clearly came away from the course with enhanced awareness of what the tools are and how to apply them skillfully.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In spite of the fact that students met the standard of success for this outcome, it was the one outcome in this assessment on which students scored the least number of points. The evaluation of the exam results points to the following challenges:

1. Potential confusion for students between the structure/purpose of an "I Statement" and "Emotion Statement"
2. Difficulty recalling all five steps to the non-defensive response studied

Scores could be increased by resolving these issues through the additional design of in-class role-plays and case study analysis that would provide even more practice with applying the material.

Outcome 3: Construct examples of competent interpersonal communication messages.

- Assessment Plan
  - Assessment Tool: Essay and short-answer exam questions.
  - Assessment Date: Fall 2017
  - Course section(s)/other population: All sections in one semester
  - Number students to be assessed: Random sample of 100 students
  - How the assessment will be scored: Essay and short-answer questions will be scored using a departmentally developed rubric.
  - Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.
  - Who will score and analyze the data: Discipline trained Faculty will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
273	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Sections 2 and 4 of COM 102 were assessed in the Winter of 2017. 32 students out of 44 enrolled were assessed according to those who completed the course and assessment. 12 students did not complete the work to be assessed due to absences or withdrawal from the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The two sections selected were offered on-campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A standard departmental exam was administered at the end of the semester for this outcome. The cumulative test consisted of short answer/essay questions. Student responses to these questions were evaluated on a four point scale using a department rubric to determine accuracy. The rubric used to assess this outcome is attached to this report.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

32 students completed the department test. The standard of success, as articulated in the master syllabi submitted in September 2016, is 70% of students must score 70% or higher on all learning outcomes. The rubric used to assess outcome #3 has 4 points possible. 24 out of 32 (75%) students met the standard of success on outcome #3.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students successfully recognized and demonstrated the ability to apply various tools presented in the course, which assist with facilitating effective communication. In addition, students could accurately identify how to construct the messages and when to use the messages. Students clearly came away from the course with enhanced awareness of what the tools are and how to apply them skillfully.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In spite of the fact that students met the standard of success for this outcome, it was the one outcome in this assessment on which students scored the least number of points. The evaluation of the exam results points to the following challenges:

1. Potential confusion for students between the structure/purpose of an "I Statement" and "Emotion Statement"
2. Difficulty recalling all five steps to the non-defensive response studied

Scores could be increased by resolving these issues through the additional design of in-class role-plays and case study analysis that would provide even more practice with applying the material.

Outcome 4: Critically analyze samples of ineffective interpersonal communication messages and recommend specific alternatives to improve communication.

- Assessment Plan
  - Assessment Tool: Multiple Choice and True/False Exam questions.
  - Assessment Date: Fall 2017
  - Course section(s)/other population: All sections in one semester
  - Number students to be assessed: Random sample of 100 students
  - How the assessment will be scored: Multiple-choice and True/False questions will be scored using an answer key loaded into the Course Learning Management System.
  - Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.
  - Who will score and analyze the data: Discipline trained Faculty will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
273	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Sections 2 and 4 of COM 102 were assessed in the Winter of 2017. 32 students out of 44 were assessed according to those who completed the course and assessment. 12 students did not complete the work to be assessed, due to absences or withdrawal from the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The two sections selected were offered on-campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A standard departmental exam was administered at the end of the semester for this outcome. The cumulative test consisted of short answer/essay questions, rather than multiple choice. It was discovered, while attempting to complete the assessment of this outcome, that it is not feasible for students to actively make recommendations for improving a communication problem through a multiple choice format. Therefore, the only tool used to evaluate outcome #4 was the short answer essay tool.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

32 students completed the department test. The standard of success, as articulated in the master syllabi submitted in September 2016, is 70% of students must score 70% or higher on all learning outcomes. The cumulative test consisted of short answer/essay questions, rather than multiple choice. It was discovered, while attempting to complete the assessment of this outcome, that it is not feasible for students to actively make recommendations for improving a communication problem through a multiple choice format. Therefore, only the short answer essay tool was used to assess this outcome and it proved to be highly effective.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were provided with an actual relationship to analyze and deconstruct through an assigned movie. The movie was used as the basis for this exam question. This approach was not only engaging for the students but provided them with a clear opportunity to specifically identify communication problems studied throughout the term. Students were able to synthesize and apply semester content as competent communicators, thus preparing them to use the same skills outside of the classroom.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The main plan for retaining and enhancing student achievement for this outcome is to continue using situational analysis in the classroom and perhaps adding an even larger variety of contexts.

Outcome 4: Critically analyze samples of ineffective interpersonal communication messages and recommend specific alternatives to improve communication.

- Assessment Plan
  - Assessment Tool: Essay and Short Answer Exam questions.
  - Assessment Date: Fall 2017
  - Course section(s)/other population: All sections in one semester
  - Number students to be assessed: Random sample of 100 students
  - How the assessment will be scored: Essay and Short-answer questions will be scored using a departmentally developed rubric.
  - Standard of success to be used for this assessment: 70% or more of the students will score a 70% or higher.
  - Who will score and analyze the data: Discipline trained Faculty will analyze the data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
273	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Sections 2 and 4 of COM 102 were assessed in the Winter of 2017. 32 students out of 44 were assessed according to those who completed the course and

assessment. 12 students did not complete the work to be assessed due to absences or withdrawal from the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The two sections selected were offered on-campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A standard departmental exam was administered at the end of the semester for this outcome. The cumulative test consisted of short answer/essay questions. Student responses to these questions were evaluated on a four point-scale using a department rubric to determine accuracy. The rubric used to assess this outcome is attached to this report.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

32 students completed the department test. The standard of success, as articulated in the master syllabi submitted in September 2016, is 70% of students must score 70% or higher on all learning outcomes. The rubric used to assess outcome #4 has 4 points possible. 28 out of 32 (88%) students met the standard of success on outcome #4.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were provided with an actual relationship to analyze and deconstruct through an assigned movie. The movie was used as the basis for this exam question. This approach was not only engaging for the students but provided them with a clear opportunity to specifically identify communication problems studied throughout the term. Students were able to synthesize and apply semester content as competent communicators, thus preparing them to use the same skills outside of the classroom.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.



The main plan for retaining and enhancing student achievement for this outcome is to continue using situational analysis in the classroom and perhaps adding an even larger variety of contexts.

Outcome 5: Deliver multiple presentations focused on interpersonal communication topics.

- Assessment Plan
  - Assessment Tool: Student Presentations
  - Assessment Date: Fall 2017
  - Course section(s)/other population: All sections in one semester
  - Number students to be assessed: Random sample of 100 students
  - How the assessment will be scored: Departmentally developed presentation rubric.
  - Standard of success to be used for this assessment: 70% or more of the students will score 70% on the rubric.
  - Who will score and analyze the data: Department trained Faculty will analyzed the rubric data.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
273	32

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Sections 2 and 4 of COM 102 were assessed in the Winter of 2017. 32 students out of 44 enrolled were assessed according to those who completed the course and assessment. 12 students did not complete the work to be assessed due to absences or withdrawal from the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The two sections selected were offered on-campus.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students prepared a presentation on their research on an aspect of interpersonal communication of interest. Each presentation was assessed using a departmentally-developed rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

32 students completed a final presentation at the end of the semester. The standard of success, as articulated in the master syllabi submitted in September 2016, is 70% of students must score 70% or higher on all learning outcomes. The rubric used to assess outcome #5 has 48 points possible. 27 out of 32 (84%) students met the standard of success on outcome #5.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated proficiency with organization of ideas, selection of topic, narrowing of an interpersonal topic and with conducting and synthesizing current research. The presentations were generally well-prepared, and the listeners learned a great deal from the material presented. The content of many of the presentations was comparable to what one would expect in an advanced-level course.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The most significant challenges students encountered with delivering the presentations effectively were in the areas of eye contact, the proper use of visual aids and with incorporating oral citations/citing sources during speeches. These areas can be addressed by incorporating more examples of source citations and by providing more specifics related to effective and ineffective use of visual aids. Enhancing instruction in these two areas should work to reduce the amount of time students spend reading visual aids word-for-word and help them to maintain credibility with the audience.

## II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Due to the overall course success rate (84%) students achieved in the course, the significant improvements I observe daily in the classroom, and the confidence that each student demonstrates in relationship to their enhanced skills, I am confident that the course is meeting and exceeding the needs of the students. Students consistently report applying course material in their personal lives with success, and they regularly share how the material is improving their relationships at work and at home. I did not expect such a high level of achievement and accuracy in the area of communication problem identification/analysis. I also anticipated that scores would be somewhat higher in creating effective messages.

This process also brought to light the fact that a multiple choice assessment tool is not appropriate for outcomes #3 and #4.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

I plan to share these results in a training workshop session with the faculty (full-time and part-time) who teach this course to ensure that everyone is teaching/emphasizing the same material and to provide direction with steps I plan to take to implement improvements to enhance student success in the course for the improvement of all sections. Once I revise the assessment tools/rubrics, I will train others to use this material.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	It was discovered after conducting this assessment process that a multiple choice tool is not an applicable tool for evaluating outcomes #3 and #4. Therefore, this tool should be removed as a recommended	Removing the multiple choice tool for outcomes #3 and #4 is necessary because this tool format is not applicable to outcomes #3 and #4. The short answer exam may need to be altered for an online	2017

	<p>process for assessing the course in these areas. Evaluating written exams proved to be a very long and arduous process, although they do clearly highlight how students are able to apply course material. The exam clearly highlighted the actual knowledge the student possessed but a short answer/essay exam may not be feasible for an online environment. In order to achieve outcome #3, especially, the course may simply need a common assignment for evaluation, rather than an exam. I will be investigating how to alter this process as well as the rubric for evaluating the questions.</p>	<p>environment. The feasibility for this tool to work across all populations will be re-evaluated and possibly altered in order to effectively adapt to all course formats.</p>	
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4. Is there anything that you would like to mention that was not already captured?

This assessment was conducted and completed without an approved master syllabi, per direction of Dean Kris Good, due to the fact that the master syllabi was submitted but not reviewed for 11 months. We needed and wanted to make progress with assessing this course so that strengths and weaknesses could be identified in an effort to continuously improve the course. In my estimation, this assessment successfully assisted the Communication discipline with achieving the

goal of identifying areas in which to further improve the effectiveness of this course.

### III. Attached Files

[COM 102 Assessment Data Spreadsheet](#)  
[COM 102 Presentation Assessment Rubric](#)  
[COM 102 Exam Assessment Rubric](#)  
[Multiple Choice Analysis Report](#)

**Faculty/Preparer:** Bonnie Tew **Date:** 08/10/2017

**Department Chair:** Allison Fournier **Date:** 08/14/2017

**Dean:** Kristin Good **Date:** 08/15/2017

**Assessment Committee Chair:** Michelle Garey **Date:** 11/28/2017

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: COM 102  
 Course Title: Interpersonal Communication  
 Division/Department Codes: HSBS/HUM
  
2. Semester assessment was conducted (check one):  
 Fall 2011  
 Winter 2012  
 Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify): Departmental Presentation Rubric
  
4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed and the total number of students enrolled in the course.  
 75 students assessed from 4 sections. A total of 94 students were enrolled. x
  
6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)* x

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

Does not formally apply.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)* x  
x

Outcome # 1: Identify and analyze effective/ineffective communication behaviors in a variety of interpersonal communication encounters/contexts.

Outcome #2: Demonstrate effective communication behavior and techniques.

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)* x

Standard of success states 70% of students must score 75% or higher on learning outcomes. **Please see attached summary of data collected.** The results indicate that Students demonstrated adequate competence and achieved overall success. x

*logged 5/10/13 zyl*

**COURSE ASSESSMENT REPORT**

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

Outcome #1 Demonstrates 64 Students met Standard of Success. Percentage of Students Meeting the Standard of success is 85 %.

Outcome #2 Demonstrates 60 Students met the Standard of Success. Percentage of Students Meeting the Standard of Success is 80%.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: Students show greater competence in Outcome #1, demonstrating adequate analytical and concept application skills on final exam.

Weaknesses: Students show slightly less, although still adequate, competence in Outcome #2, demonstrating effective communication behavior and techniques in presentations.

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)*

Increased emphasis will be placed upon building organizational oral presentation skills through the addition of an individual lesson/activity.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a.  Outcomes/Assessments on the Master Syllabus  
Change/rationale:

b.  Objectives/Evaluation on the Master Syllabus  
Change/rationale:

c.  Course pre-requisites on the Master Syllabus  
Change/rationale:

d.  1<sup>st</sup> Day Handouts  
Change/rationale:

e.  Course assignments  
Change/rationale:

f.  Course materials (check all that apply)  
 Textbook  
 Handouts  
 Other:

g.  Instructional methods  
Change/rationale:

h.  Individual lessons & activities

**COURSE ASSESSMENT REPORT**

Change/rationale: More coverage of outlining and basic presentation/performance skills will assist students with improving performance on this outcome.

3. What is the timeline for implementing these actions?

Fall 2013

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. Very Effective

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?


All Selected \_\_\_\_\_

If "All", provide the report date for the next full review: WI2016\_.

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_.


**Submitted by:**

Print: **Bonnie Tew** \_\_\_\_\_  
Faculty/Preparer

Signature 

Date: 4/30/2013

Print: **Dena Blair** \_\_\_\_\_  
Department Chair

Signature 

Date: 5/2/13

Print: **Dr. Bill Abernethy** \_\_\_\_\_  
Dean/Administrator

Signature 

Date: 5/14/13