

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Communications	142	COM 142 05/17/2018-Oral Interpretation of Literature
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Claire Sparklin
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Apply text evaluation concepts to guide selection and preparation of literature for performance.

- Assessment Plan
 - Assessment Tool: Instructor critique using the COM 142 Assessment Activity Form.
 - Assessment Date: Spring/Summer 2007
 - Course section(s)/other population: one
 - Number students to be assessed: all
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and 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)
	2018	

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

# of students enrolled	# of students assessed
15	15

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.

All students assessed.

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.

COM142 runs once a school year and is a requirement for completion of the Broadcast Arts degree. The entire population of COM142 from Winter 2018 was used in this assessment.

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

The tool used is an Instructor Critique form created by the Communication faculty. Students performed their final interpretation of literature with the instructor evaluating them using the tool. The tool consists of various headings and descriptions of elements. For this portion of the assessment, the tool reads as follows, "Story Arc: Introduction, Complications, Climax, Conclusion created with text selection, cutting and crafting, highlighted by performance." Scoring was completed by analyzing all student numeric results to find mean, median, mode, etc.

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

Of the 15 students enrolled in COM142, the average score was 20.7 out of 25 possible points. The highest score was 25, which four students earned. The lowest score was 15, which only one student earned. Overall, the standard of success was met for this assessment with a class average of 83%. Students applied Oral Interpretation standards for text selection, editing of pieces, compilation of multiple texts and performance to highlight these tasks.

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

Students achieved a class average of 83% in story selection and preparation. Students gained experience in evaluating texts throughout the semester, resulting in a culmination of successfully completing Outcome #1. For the final performance, students selected multiple texts and edited texts to create one

storyline using the concepts from class. They prepared their performances to highlight these newly acquired skills.

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.

Students met the standard of success for Outcome #1. One of the concerns about this course revolves around the final assignment. In previous semesters, we've used the Poetry Performance for the pinnacle assignment, however, this semester, we used the Programmed Oral Interpretation assignment which asks students to combine multiple texts. For continuous improvement, this course will continue to use the Programmed Oral Interpretation assignment as the final performance. This assignment gives students the opportunity to apply all skills acquired during the semester and an opportunity to showcase the growth of performance quality.

Outcome 2: Apply analytical models for the deconstruction and effective interpretation of various genres of literature.

- Assessment Plan
 - Assessment Tool: Instructor critique using the COM 142 Assessment Activity Form.
 - Assessment Date: Spring/Summer 2007
 - Course section(s)/other population: one
 - Number students to be assessed: all
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and 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)
	2018	

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

# of students enrolled	# of students assessed
15	15

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.

All students assessed.

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.

COM142 runs once a school year and is a requirement for completion of the Broadcast Arts degree. The entire population of COM142 from Winter 2018 was used in this assessment.

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

The tool used is an Instructor Critique form created by the Communication faculty. Students performed their final interpretation of literature with the instructor evaluating them using the tool. The tool consists of various headings and descriptions of elements. For this portion of the assessment, the tool reads as follows, "Analytical models and effective interpretation: General effectiveness, preparedness, mastery of material, sense of performance, multiple text genres." Scoring was completed by analyzing all student numeric results to find mean, median, mode, etc.

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

Of the 15 students enrolled in COM142, the average score was 18.77 out of 20 possible points. The highest score was 20, which eight students earned. The lowest score was 15, which only one student earned. Overall, the standard of success was met for this assessment with a class average of 93.9%. Students applied analytical models to analyze texts and create performances informed by their studies.

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

Almost 94% of students met the standard of success in this area. This group worked diligently to apply methods of deconstruction and interpretation of their selected texts. With scaling the difficulty levels of performances throughout the semester, students were given multiple opportunities to apply these skills.

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 plan for continuous improvement in this area is to adapt the overall structure of the course. While students are applying analytical models well, I believe there is opportunity to design this class to align content with more opportunities for experiential learning and organized delivery of content. There were some class sessions where the delivery of information wasn't up to my personal standards. Part of this is the process of working with OER. I want to spend time between Fall and Winter Semesters reorganizing the content.

Outcome 3: Demonstrate how to deliver a prepared oral interpretation of a piece of literature.

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 - Number students to be assessed: all
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and 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)
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2. Provide assessment sample size data in the table below.

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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.

All students assessed.

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.

COM142 runs once a school year and is a requirement for completion of the Broadcast Arts degree. The entire population of COM142 from Winter 2018 was used in this assessment.

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

The tool used is an Instructor Critique form created by the Communication faculty. Students performed their final interpretation of literature with the instructor evaluating them using the tool. The tool consists of various headings and descriptions of elements. For this portion of the assessment, the tool reads as follows, "Vocal and Physical Delivery: Demonstrates vocal variety, character creation, distinct, dynamic choices, development, blocking." Scoring was completed by analyzing all student numeric results to find mean, median, mode, etc.

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

Of the 15 students enrolled in COM142, the average score for Verbal Delivery was 21.23 out of 25 possible points. The highest score was 25, which only one student earned. The lowest score was 15, which only one student earned. The mode (most common number) was 22 which appeared three times. With Physical Delivery, the average score was 21.69 out of 25 possible points. The highest score was 25, which three students earned. The lowest score was 18, which only one student earned. The mode (most common number) was 20 which appeared four times. Combined, verbal and physical delivery scores averaged 21.46 out of 25 possible points. Overall, the standard of success was met for this assessment with a class average of 83%. Students demonstrated command of their selected works, analysis of texts and performance techniques. Overall, verbal and physical delivery exemplified the mastery of material, dynamic performance choices and oral interpretation techniques stressed in class.

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

Where students excelled in this outcome is when they felt a connection to the piece they selected and took time to apply their performance choices. The students

acquired the skills needed throughout the hands-on, minds-on activities during class to be able to demonstrate delivery skills to a variety of genres.

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.

Where this learning outcome could be improved is through the timing of assignments. Some students did not have enough time at the end of the semester to balance other classes, work, and personal demands to allow themselves enough time to properly apply the skills they learned to their performance. A redesign of the course schedule will help with this, to be completed between the Fall and Winter semesters.

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?

Overall, COM142 is meeting the needs of students and achieving the learning outcomes. Through the reflection of this assessment, however, a redesign of the way the course is delivered would benefit student engagement through the scaffolding of learning materials and activities. Time will be spent between Fall 2018 and Winter 2019 redesigning the course for organization and engagement purposes. A review of OER materials currently being used will be conducted plus the addition of to-be-created original material.

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

During in-service, I will have the opportunity to share this report and action plan with my fellow faculty. I will request that this be an agenda item for our department meeting.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Reorganize timing of assignments and content based on use of OER.	New OER is impacting the course and requires minor modifications.	2019

4. Is there anything that you would like to mention that was not already captured?

Danielle Joye, Adjunct Communication Instructor, participated in this assessment.

III. Attached Files

[COM 142 outcome #1](#)

[COM 142 outcome #2](#)

[COM 142 outcome #3](#)

Faculty/Preparer:	Claire Sparklin	Date: 07/18/2018
Department Chair:	Allison Fournier	Date: 07/19/2018
Dean:	Kristin Good	Date: 07/20/2018
Assessment Committee Chair:	Shawn Deron	Date: 09/14/2018