

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Communications	183	COM 183 06/20/2017- Persuasion
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Allison Fournier
Date of Last Filed Assessment Report		

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

Outcome 1: Define the persuasive tools used within the mass media.

- Assessment Plan
  - Assessment Tool: Common exam questions
  - Assessment Date: Fall 2016
  - Course section(s)/other population: All sections will be assessed.
  - Number students to be assessed: All students will be assessed.
  - How the assessment will be scored: Students will be asked to define the tools of persuasion. The tool questions will be worth three points.
  - Standard of success to be used for this assessment: 70% of the students will score a 2 of 3 or higher.
  - Who will score and analyze the data: Communication Faculty (excluding those that teach COM 183).

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)
2015, 2016		

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

# of students enrolled	# of students assessed
40	40

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 enrolled in COM 183 sections from Fall 2015 and 2016 were 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.

All students were assessed that were enrolled in COM 183 in the Fall 2015 and Fall 2016 semesters. There was 1 section in Fall 2015 and 1 section in Fall 2016.

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

Common exam questions asking to define Ethos, Pathos and Logos. Each correct definition is worth 1 point with a total of 3 points possible for 3 correct answers.

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

For this outcome, thirty-five of the forty students received 3 points for these questions or 87.5% of the students. The five students who are not included in the success of these questions received 0 points for these questions because they were not able to define any of the tools of persuasion. The standard of success was met with 87.5% of the students earning all 3 points.

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

Based on the assessment results, 87.5% of students were able to define the persuasive tools within the mass media. These tools include ethos, pathos and logos, which are the foundation of the Persuasion course. Students excelled well above the standard of success for this outcome.

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.

For those students who did not receive the full 3 points for this question, surprisingly all 5 students did not receive any points because they did not answer

the question correctly at all. The tools of persuasion are crucial to the pedagogy of this course, so it will be important to try to find out why students could not define any of the tools.

Outcome 2: Identify persuasive tools used within the mass media.

- Assessment Plan
  - Assessment Tool: Student presentation
  - Assessment Date: Fall 2016
  - Course section(s)/other population: All sections will be assessed.
  - Number students to be assessed: All students will be assessed.
  - How the assessment will be scored: Student Presentation Rubric: Each student completes an analysis of a pre-existing ad campaign within mass media. Using the ad campaign, the students will identify what persuasive tools are being used and give an example of the tools used.
  - Standard of success to be used for this assessment: Success for this assessment will be 70% of the students will score 70% or higher.
  - Who will score and analyze the data: Communication Faculty (excluding those teaching COM 183).

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)
2016, 2015		

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

# of students enrolled	# of students assessed
40	40

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 enrolled in COM 183 Fall 2015 and Fall 2016 were 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.

All students enrolled in COM 183 Fall 2015 and Fall 2016 were assessed.

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

The student presentation rubric was used to assess this outcome. The students needed to be able to identify the tools of persuasion used in the mass media campaign and give an example of the persuasive tools to show application and identification. Each presentation was worth 30 total 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

Of the 40 students assessed, 37 students (or 92.5%) scored at or above a 70% (or 21/30) for this outcome. The standard of success was met for this outcome.

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

For this outcome, 37/40 students (or 92.5%) met the standard of success. This outcome is designed to show that students can apply what they have learned about the tools of persuasion to a mass media campaign. This is the final project for the course, so it is quite positive to see such a high number of students succeeding in the assessment of this outcome.

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.

Because such a strong percentage (92.5%) met the standard of success, I believe that this outcome is appropriate and meaningful in examining the knowledge gained during this course.

Outcome 3: Define theories of persuasion used within the mass media.

- Assessment Plan
  - Assessment Tool: Common exam questions
  - Assessment Date: Fall 2016
  - Course section(s)/other population: All sections will be assessed.
  - Number students to be assessed: All students will be assessed.

- How the assessment will be scored: Departmental Exam: Students will be asked to define one of the theories of persuasion discussed in the course. The theory question will be worth two points.
- Standard of success to be used for this assessment: Success for this outcome will be a minimum of 70% of the students will score 2 of 2 (100%).
- Who will score and analyze the data: Communication Faculty (other than those teaching COM 183)

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)
2016, 2015		

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

# of students enrolled	# of students assessed
40	40

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 enrolled in COM 183 Fall 2015 and Fall 2016 were assessed.
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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.

All students enrolled in COM 183 Fall 2015 and Fall 2016 were assessed.
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5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The assessment tool was a common exam question asking students to define one of the persuasive theories presented in the course. This question would be worth 2 points.
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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: <u>Yes</u>
Of the 40 students assessed, 31 students (or 77.5%) received a score of 2/2 points for this question. The standard of success was met.

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

The standard of success for this outcome was met by 77% of the students (or 31/40) assessed. Although not as high as other outcomes, I believe this is still a strong amount of students being able to achieve this outcome. This is based on theory which can be difficult for students, so it shows a positive correlation between theories taught and theories understood by the students.

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.

Although the standard of success was met, it is important to spend more time teaching about persuasive theory to increase the number of students who are able to correctly complete this outcome.

Outcome 4: Identify theories of persuasion within the mass media.

- Assessment Plan
  - Assessment Tool: Common Exam Questions
  - Assessment Date: Fall 2016
  - Course section(s)/other population: All sections of the course will be assessed.
  - Number students to be assessed: All students will be assessed.
  - How the assessment will be scored: Student Presentation: Students will be asked to identify what persuasive theory (or theories) is being used in the ad campaign and give an example to prove the theory's use. This will be worth two points.
  - Standard of success to be used for this assessment: Success for this outcome will be 70% of the students will score 70% or higher
  - Who will score and analyze the data: Communication Faculty (excluding those teaching COM 183)

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)
2016, 2015		

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

# of students enrolled	# of students assessed
40	40

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 enrolled in COM 183 Fall 2015 and Fall 2016 were 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.

All students enrolled in COM 183 Fall 2015 and Fall 2016 were assessed.

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

The drop down menu did not allow me to choose the Student Presentation Rubric as the tool used to assess this outcome. However, in the above fields, the correct tool is described. The Student Presentation rubric is worth 20 points and students were required to identify and give an example of persuasive theories in an ad campaign.

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 students assessed, 33 students (or 82.5%) scored at a minimum of 70% (or a 14/20) on this assessment. The standard of success was met.

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

The standard of success was met by 82.5% of the students assessed. Students showed that they were able to successfully identify theories of persuasion in mass media campaigns. This shows the ability to apply knowledge learned.

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.

Because theories are difficult for some students to grasp, it will be important that instructors spend time explaining and giving examples of different persuasive theories so that students have a strong grasp of the theories presented.

## 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?

Because all of the outcomes met the standard of success above the standard assigned, this course is meeting the needs of students. The most surprising part of the results of this assessment was learning that on the common exam questions, students either answered them all correct or none at all. This is something that we will look into as a discipline.

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

The general department faculty may request a copy of these results or access them within CurricUNET. Communication discipline faculty will receive a copy of this report and these results at our department meeting in Fall 2017.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

5.

## III. Attached Files

[COM 183 Presentation Rubric](#)

[COM 183 Departmental Exam Rubric](#)

**Faculty/Preparer:** Allison Fournier **Date:** 08/01/2017

**Department Chair:** Allison Fournier **Date:** 08/02/2017

**Dean:** Kristin Good **Date:** 08/03/2017

**Assessment Committee Chair:** Michelle Garey **Date:** 10/30/2017



**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: COM 183  
 Course Title: Persuasion  
 Division/Department Codes: HSS/HUM
  
2. Semester assessment was conducted (check one):  
 Fall 2012  
 Winter 20\_\_  
 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): COM 183 Student 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.  
 Fall 2012: 10/14  
  
 Students Enrolled: 14
6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*  
 All of the students that completed the assignments (Departmental Exam and Presentation) were assessed.  
 Four students who were registered did not take the exam and did not complete the presentation.

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.  
  
 This is the first time this course was assessed.
  
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.)*
  1. Define the persuasive tools used within the mass media.
  2. Identify persuasive tools used within the mass media.
  3. Define theories of persuasion used within the mass media.
  4. Identify theories of persuasion within the mass media.
  
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.)*
  1. Outcome 1 & 3: Success for this assessment will be 70% of the sampling receiving a score of 3 points or higher.
  2. Outcome 2 & 4: Success for this assessment will be 70% of the sampling receiving a score of 2 points or higher.
  
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

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**COURSE ASSESSMENT REPORT**

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: 100%
- Outcome #2: 80%
- Outcome #3: 100%
- Outcome #3: 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: The students showed above average results in defining the tools of persuasion and theories of persuasion. The students showed excellent results in identifying the tools of persuasion and theories presented in advertising campaigns.

Weaknesses: Based on the standard of success, there were no weaknesses.

**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.)*

Although no weaknesses were found based on the standard of success, I will make several changes to the standard of success for each outcome in order to have a more effective analysis of student achievement. The following changes will be made.

- Outcome #1: Success for this assessment will be 70% of the sampling will receive an average of 70% or higher.
- Outcome #2: Success for this assessment will be 70% of the sampling will receive an average of 70% or higher.
- Outcome #3: Success for this assessment will be 70% of the sampling will receive an average of 70% or higher.
- Outcome #4: Success for this assessment will be 70% of the sampling will receive an average of 70% or higher.

Changes will also be made to how the rubrics will be scored. Currently, the departmental exam is scored as a whole (both questions) based on a 5-point scale in order to assess both definitions in outcome #1 and outcome #3. I will be changing the way these are scored in order to look at each question presented in each respective outcome. Similarly, the current scoring for the presentation rubric is based on a 4-point scale in order to assess both outcome #2 and outcome #3 as a whole. I will be changing the way these are scored in order to accurately assess each individual example (identification) presented in each respective outcome. The following changes will be made to the scoring of the departmental exam and presentation rubric:

COM 183 Departmental Exam: Students will be asked to define the tools of persuasion. The tool question will be worth three points. An average the points will be taken and will be used to assess outcome #1.

COM 183 Departmental Exam: Students will be asked to define one of the theories discussed within the course. The theory question will be worth two points. An average of the points will be taken and will be used to assess outcome #3.

COM 183 Presentation Rubric: Each student will complete an analysis of a pre-existing ad campaign within mass media. They will be asked to do the following in the presentation:

- Identify what persuasive tools are being used within the campaign and to give an example to prove the tool's use. This will be worth 2 points. An average of the points will be taken and will be used to assess outcome #2.
- Students will be asked to identify what persuasive theory (or theories) is being used in the ad campaign and to give an example to prove the theory's use. This will be worth 2 points. An average of the points will be taken and will be used to assess outcome #4.

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.

**COURSE ASSESSMENT REPORT**

- a.  Outcomes/Assessments on the Master Syllabus

Change/rationale:

In order to heighten the expectations of meeting the course outcomes, the following changes to the standard of success for each outcome will be made.

Outcome #1: Success for this assessment will be 70% of the sampling will receive an average of 70% or higher.

Outcome #2: Success for this assessment will be 70% of the sampling will receive an average of 70% or higher.

Outcome #3: Success for this assessment will be 70% of the sampling will receive an average of 70% or higher.

Outcome #4: Success for this assessment will be 70% of the sampling will receive an average of 70% or higher.

In order to evaluate individual questions in relation to each outcome, the following changes will be made to the scoring of both the departmental exam and presentation rubric.

COM 183 Departmental Exam: Students will be asked to define the tools of persuasion. The tool question will be worth three points. An average the points will be taken and will be used to assess outcome #1.

COM 183 Departmental Exam: Students will be asked to define one of the theories discussed within the course. The theory question will be worth two points. An average of the points will be taken and will be used to assess outcome #3.

COM 183 Presentation Rubric: Each student will complete an analysis of a pre-existing ad campaign within mass media. They will be asked to do the following in the presentation:

- Identify what persuasive tools are being used within the campaign and to give an example to prove the tool's use. This will be worth 2 points. An average of the points will be taken and will be used to assess outcome #2.
- Students will be asked to identify what persuasive theory (or theories) is being used in the ad campaign and to give an example to prove the theory's use. This will be worth 2 points. An average of the points will be taken and will be used to assess outcome #4.

- 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

Change/rationale:

3. What is the timeline for implementing these actions?

*Approved by the Assessment Committee July 2011*

**COURSE ASSESSMENT REPORT**

These changes will be implemented in Fall 2013 (the next time the course is offered).

**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.

The tools were effective in measuring student-learning outcomes, however the scoring system used did not allow for individual analysis of each individual outcome. The changes being made to the scoring of each rubric, will allow for more detailed analysis of learning outcomes.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.  
COM 183 Departmental Exam: Students will be asked to define the tools of persuasion. The tool question will be worth three points. An average of the points will be taken and will be used to assess outcome #1.

COM 183 Departmental Exam: Students will be asked to define one of the theories discussed within the course. The theory question will be worth two points. An average of the points will be taken and will be used to assess outcome #3.

COM 183 Presentation Rubric: Each student will complete an analysis of a pre-existing ad campaign within mass media. They will be asked to do the following in the presentation:

- Identify what persuasive tools are being used within the campaign and to give an example to prove the tool's use. This will be worth 2 points. An average of the points will be taken and will be used to assess outcome #2.
- Students will be asked to identify what persuasive theory (or theories) is being used in the ad campaign and to give an example to prove the theory's use. This will be worth 2 points. An average of the points will be taken and will be used to assess outcome #4.

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: Winter 2016.

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

**Submitted by:**

Print: <u>Allison Fournier</u> Faculty/Preparer	Signature: <u>Allison Fournier</u>	Date: <u>1/9/13</u>
Print: <u>Dena Blair</u> Department Chair	Signature: <u>Dena Blair</u>	Date: <u>1/10/13</u>
Print: <u>Bill Abernethy</u> Dean/Administrator	Signature: <u>Bill Abernethy</u>	Date: <u>JAN 15 2013</u>