Discipline	Course Number	Title
Communications (new)	160	COM 160 01/24/2021- Voice and Articulation
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Communication, Media & Theatre Arts (new)	Dena Blair
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

    Yes

    The course was last assessed in Winter 2011.

2. Briefly describe the results of previous assessment report(s).

    All of the outcomes (four) were assessed. Three of the four outcomes met the standard of success. One was a percentage off (Analyzing copy - 69%) of the denoted 70% standard.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

    A new outcome was added (Define basic articulation terminology) in order to assess the student's knowledge of industry terminology, as that is a needed understanding to work in the broadcasting industry. In addition to that, additional work was added into the course, to better help the students understand the process of analyzing copy, which was the outcome that was below the standard.

II. Assessment Results per Student Learning Outcome

Outcome 1: Demonstrate verbal elements used in announcing copy.

- Assessment Plan
    - Assessment Tool: COM 160 Announcing Activity
    - Assessment Date: Winter 2015

- o   Course section(s)/other population: All

- o   Number students to be assessed: All

- o   How the assessment will be scored: Departmentally-developed rubric

- o   Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher on the announcing activity.

- o   Who will score and analyze the data: Instructors within the department 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)
2020	2020	

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

# of students enrolled	# of students assessed
41	61

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.

I am assessing all students in all sections from each of the following terms: W19, W20 and F20. Only one section was offered in each term. Winter 2019 enrollment data is not available because of the department reorganization.

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 in all sections (W19 was a day section, W20 and F20 were evening sections) were assessed.

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

Outcome #1 uses the COM 160 Announcing Rubric as the assessment tool. Students analyze, mark and read a script and are assessed on their overall delivery skills. A point scale is assigned to each element, with one being the lowest score and 2 being the highest. There are five elements assessed for this outcome, with a total 10 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
The assessment results for Outcome #1 are as follows: W19: 100% of the students scored 70% or higher   W20: 100% of the students scored 70% or higher   F20: 100% of the students scored 70% or higher   The students met the standard of success.

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

Students are successfully demonstrating verbal elements when reading copy for a performance.

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.

As this level of success is high, no improvements are needed as this time.

Outcome 2: Demonstrate non-verbal elements used in announcing copy.

- Assessment Plan
    - Assessment Tool: COM 160 Announcing Activity
    - Assessment Date: Winter 2015
    - Course section(s)/other population: All
    - Number students to be assessed: All
    - How the assessment will be scored: Departmentally-developed rubric
    - Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher on the announcing activity.
    - Who will score and analyze the data: Instructors within the department 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)
2020	2020	

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

# of students enrolled	# of students assessed
41	61

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.

I am assessing all students in all sections from each of the following terms: W19, W20 and F20. Only one section was offered in each term. Winter 2019 enrollment data is not available because of the department reorganization.

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 in all sections (W19 was a day section, W20 and F20 were evening sections) were assessed.

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

Outcome #2 uses the COM 160 Announcing Rubric as the assessment tool. Students analyze, mark and read a script and are assessed on their overall delivery skills. A point scale is assigned to each element, with one being the lowest score and 2 being the highest. There are five elements assessed for this outcome, with a total 10 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

The assessment results for Outcome #2 are as follows:

W19: 100% of the students scored 70% or higher

W20: 100% of the students scored 70% or higher

F20: 100% of the students scored 70% or higher

Students met the standard of success

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

Students are successfully demonstrating non-verbal elements when reading copy for a performance.

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.

As this level of success is high, no improvements are needed as this time.

Outcome 3: Analyze copy for recorded performance.

- Assessment Plan

    o Assessment Tool: Copy Analysis Activity

    o Assessment Date: Winter 2015

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 70% of the students will score an overall average of 70% or higher on the announcing activity.

    o Who will score and analyze the data: Instructors within the department 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)
2020	2020	

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

# of students enrolled	# of students assessed
41	61

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.

I am assessing all students in all sections from each of the following terms: W19, W20 and F20. Only one section was offered in each term. Winter 2019 enrollment data is not available because of the department reorganization.

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 in all sections (W19 was a day section, W20 and F20 were evening sections) were assessed.

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

Outcome #3 uses the COM 160 Copy Analysis Activity as the assessment tool. Students analyze and mark a written script and are assessed on their ability to understand the overall meaning and purpose of the message. A point scale is assigned to each element, with one being the lowest score and 2 being the highest. There are five elements assessed for this outcome, with a total 10 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

The assessment results for Outcome #3 are as follows:

W19: 100% of the students scored 70% or higher

W20: 96% of the students (24 of 25) scored 70% or higher

F20: 94% of the students (16 of 17) scored 70% or higher

In total, over the three semesters, 96% of the students (59 of 61) scored 70% or higher.

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

Students are successfully demonstrating the ability to analyze and select the overall meaning and purpose of a script.

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 additional course work has clearly demonstrated that it has helped improved student's understanding of these concepts, thus increasing the overall success rate by over 10% from the last assessment. As this level of success is high, no additional improvements are needed as this time.

Outcome 4: Mark copy for recorded performance.

- Assessment Plan

    o Assessment Tool: Copy Analysis Activity

    o Assessment Date: Winter 2015

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 70% of students will score an overall average of 70% or higher on the announcing activity.

    o Who will score and analyze the data: Instructors within the department 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)
2020	2020	

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

# of students enrolled	# of students assessed
41	61

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.

> I am assessing all students in all sections from each of the following terms: W19, W20 and F20. Only one section was offered in each term. Winter 2019 enrollment data is not available because of the department reorganization.

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 in all sections (W19 was a day section, W20 and F20 were evening sections) were assessed.

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

Outcome #4 uses the COM 160 Copy Analysis Activity as the assessment tool. Students analyze and mark a written script and are assessed on their ability to select meaning laden words and mark them with symbols, that denote what paralinguistic elements to use when reading the copy, during the performance. A point scale is assigned to each element, with one being the lowest score and 2 being the highest. There are five elements assessed for this outcome, with a total 10 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

The assessment results for Outcome #4 are as follows:

W19: 89% of the students (17 of 19) scored 70% or higher

W20: 88% of the students (22 of 25) scored 70% or higher

F20: 94% of the students (16 of 17) scored 70% or higher

In total, over the three semesters, 90% of the students (55 of 61) scored 70% or higher. Students met the standard of success.

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

Students are successfully demonstrating the ability to mark copy, in terms of knowing what the meaning-laden words are, what marking symbols to use to denote the paralinguistic elements to use, when reading the copy for the performance.

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.

As this level of success is high, no improvements are needed as this time.

Outcome 5: Define basic articulation terminology.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Winter 2015

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer Key

    o Standard of success to be used for this assessment: 70% of students will score an overall average of 70% or higher on the announcing activity.

    o Who will score and analyze the data: Instructors within the department 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)
2020	2020	

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

# of students enrolled	# of students assessed
41	61

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.

I am assessing all students in all sections from each of the following terms: W19, W20 and F20. Only one section was offered in each term. Winter 2019 enrollment data is not available because of the department reorganization.

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 in all sections (W19 was a day section, W20 and F20 were evening sections) were assessed.

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

Outcome #5 uses the COM 160 Departmental Exam as the assessment tool. Students were given a five-point, multiple choice quiz to complete. Each question has one correct answer and the quiz has a total of five 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

The assessment results for Outcome #5 are as follows:

W19: 79% of the students (15 of 19) scored 70% (min of 4 of 5) or higher.

W20: 80% of the students (20 of 25) scored 70% (min of 4 of 5) or higher.

F20: 82% of the students (14 of 17) scored 70% (min of 4 of 5) or higher.

In total, over the three semesters, 80% of the students (49 of 61) scored 70% or higher (min of 4 of 5).

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

Students are successfully demonstrating a strong understanding of basic articulation terminology.

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.

As this level of success is high, no improvements are needed as this time.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

    The addition of course work to help support the student learning of the concept of Outcome #3 has paid off, as the success rate of that outcome has improved by over 10%. I will continue to teach that concept, using the new course work.

    The addition of Outcome #5 has allowed me to ensure that students are understanding the industry's basic terminology. I will continue to assess that outcome with the use of exams/quizzes.

2. 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?

    I was pleased to note that the overall success of the course is intact. I was concerned, due to the pandemic and putting this class in a virtual format, that it might affect the success of the students. This assessment report has eased those fear as it shows that to not be the case.

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

    I will share this information with my department at our next department meeting.

4.
    Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Modify the rubric for outcome #5 so that a score of 70% can be achieved.	The faculty member prefers to change the rubric rather than the standard of success. On a 5 point scale, students can score 20%, 40%, 60%, 80% and 100%. They can't achieve a 70% score. A different point scale will be identified.	2021

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

	6.

III. Attached Files

COM 160 Assessment Data
COM 160 Announcing Activity
COM 160 Copy Analysis Activity
COM 160 Departmental Exam

Faculty/Preparer:	Dena Blair	**Date:** 02/10/2021
Department Chair:	Allison Fournier	**Date:** 02/10/2021
Dean:	Scott Britten	**Date:** 02/10/2021
Assessment Committee Chair:	Shawn Deron	**Date:** 03/31/2021

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
    Course Discipline Code and Number: COM 160
    Course Title: Voice and Articulation
    Division/Department Codes: HSS/HUM

2. Semester assessment was conducted (check one):
    ☐ Fall 20__
    ☒ Winter 2011
    ☐ 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 160 Performance Rubric and COM 160 Analysis 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/total number of students enrolled in the course.   17/17 students were assessed.

6. Describe how students were selected for the assessment. All students within the course were assessed.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment. No previous assessment has been run on COM 160.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
    a. Demonstrate verbal elements used in announcing copy.
    b. Demonstrate non-verbal elements used in announcing copy.
    c. Analyze copy for recorded performance.
    d. Mark copy for recorded performance.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*
    Outcome #1 – Student Success Rate = 90%
    Outcome #2 – Student Success Rate = 90%
    Outcome #3 – Student Success Rate = 69%
    Outcome #4 – Student Success Rate = 79%

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*
   a. For outcomes 1, 2 and 4: The standard level of success for the outcomes was 70%. Each of the three outcomes score total was over 70%. Thus the standard of success was achieved.
   b. For outcome 3: The standard level of success for this outcome was 70%. This outcome was slightly under (69%) the standard level of success. The standard level of success was not achieved.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
   Strengths: Students are successfully demonstration verbal and non-verbal elements when reading copy for a performance.
   Students are also demonstrating how to mark copy, in terms of knowing what the copy marking symbols are and where to put them on the copy, to denote specific verbal and non-verbal adjustments to the words, during a performance.

   Weaknesses: Students are not successfully analyzing the copy, in order to choose the meaning-laden words within the copy that need to be marked for a performance.

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.
   a. Additional assignments will be assigned to students to assist them with analyzing copy and choosing the appropriate meaning-laden words within various scripts.

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: The current outcomes/assessment tools will remain the same on the revised master syllabus. One new course outcomes/assessment tool will be created, to accurately represent the instruction taking place within the course to produce successful students with the knowledge of vocal terminology needed within the broadcast industry.

   b. ☒ Objectives/Evaluation on the Master Syllabus
      Change/rationale: The current objectives/evaluation will remain on the revised master syllabus. One new objective/evaluation method will be added to align with the new course outcome and assessment tool.

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

   d. ☐ 1st Day Handouts
      Change/rationale:

   e. ☒ Course assignments
      Change/rationale: A new assignment will be created to further assist students with outcome 3 (analyzing copy).

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

   g. ☐ Instructional methods
      Change/rationale:

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Approved by the Assessment Committee 11/08

h. ☒ Individual lessons & activities
        Change/rationale: One new activity will be created and implemented within the course, to assist students with improving upon Outcome 3 - analyzing copy.

3.   What is the timeline for implementing these actions? Fall 2011

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.
        a.   The assessment tools were effective in measuring the four outcomes stated on the master syllabus. A fifth outcome needs to be added, as the assessment process does not test for the student's knowledge of vocal terminology. This is an imperative skill to have within the broadcast industry and should be assessed within this course.

2.   If the assessment tools were not effective, describe the changes that will be made for future assessments.
        a.   A third assessment tool will be added, in order to test for the proposed new outcome. It will be a departmental exam.

3.   Which outcomes from the master syllabus have been addressed in this report?
        All X   Selected _____
        If "All", provide the report date for the next full review: _____ Spring/Summer of 2016.

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

Submitted by:

Print: ___DENA Blair_____ Signature _____ Date: 7/11/11
        Faculty/Preparer
Print: ___DENA Blair_____ Signature _____ Date: 7/11/11
        Department Chair
Print: ___Isbell_____ Signature Bill Abernethy_____ Date: JUL 14 2011
        Dean/Administrator