

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Communication (new)	142	COM 142 05/26/2022-Oral Interpretation of Literature
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Communications, Media & Theatre Arts (new)
Faculty Preparer		Claire Sparklin
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

This class was last assessed in Winter of 2018 with implementation in Winter 2019.

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

When this course was assessed in 2018, each of the learning outcomes had a success rate of over 80%. Using the poetry performance for assessment proved challenging as not all the learning outcomes were represented clearly.

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

The intended changes for the course involved the final assignment used for assessment. In past classes, poetry was the final assignment. The updated class uses Programmed Oral Interpretation to clearly assess all the learning outcomes.

**II. 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: Interpretation-of-literature performance
  - Assessment Date: Winter 2018

- Course section(s)/other population: All sections of COM142.
- Number students to be assessed: All students enrolled in COM142.
- How the assessment will be scored: COM 142 Assessment Activity Form rubric
- Standard of success to be used for this assessment: 80% of the students will score 75% or higher.
- Who will score and analyze the data: Departmental faculty will analyze the performance.

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)
	2022	

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

# of students enrolled	# of students assessed
14	12

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.

Two of the fourteen enrolled students were absent during the final assessment for 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.

There is only one section of COM142 offered each year. That one section was used for assessment.

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

Students selected and prepared their literature for performance. 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, "Cutting of texts, crafting of program, literature supports claims, clear message that matches the

introduction." 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 12 students enrolled in COM142, the average score was 49.4 out of 50 possible points. The highest score was 50, which 10 students earned. The lowest score was 45, which only one student earned. Overall, the standard of success was met for this assessment by all students (100% success). 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 an average of 49.4 points out of 50 possible points. With a smaller class size due to the pandemic, each student received more personalized attention from the instructor. By the time the final performance took place, students had selected and prepared at least four pieces of literature with the guidance of their instructor, receiving individual coaching and preparation support. With the smaller class size of just 12 people, perhaps the students did not have as diverse a skill set as other semesters.

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.

Student performance for this section of Oral Interpretation of Literature was outstanding. This could be due to the small class size and more opportunities for instructor intervention. Consideration will be given to the tool to possibly include performance level descriptions for instructors to more accurately identify successful traits in the final performance.

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

- Assessment Plan
  - Assessment Tool: Interpretation-of-literature performance
  - Assessment Date: Winter 2018

- Course section(s)/other population: All sections of COM142.
- Number students to be assessed: All students enrolled in COM142.
- How the assessment will be scored: COM 142 Assessment Activity Form rubric attached to the Master Syllabus.
- Standard of success to be used for this assessment: 80% of the students will score 75% or higher.
- Who will score and analyze the data: Departmental faculty 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)
	2022	

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

# of students enrolled	# of students assessed
14	12

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.

Two of the fourteen enrolled students were absent during the final assessment for 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.

There is only one section of COM142 offered each year. That one section was used for assessment.

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

Students applied analytical models for the deconstruction and effective interpretation of various genres of literature. 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, "Preparedness, mastery of material,

sense of performance, poise." 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 12 students enrolled in COM142, the average score was 19.25 out of 20 possible points. The highest score was 20, which 8 students earned. The lowest score was 17, which only one student earned. Overall, the standard of success was met for this assessment by all students (100% success). Students applied analytical models for the deconstruction and effective interpretation of various genres of literature.

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 19.25 points out of a possible 20 points in applying analytical models for the deconstruction and effective interpretation of various genres of literature. With a smaller class size due to the pandemic, each student received more personalized attention from the instructor. By the time the final performance took place, students had selected and prepared at least four pieces of literature with the guidance of their instructor, receiving individual coaching and preparation support. With the smaller class size of just 12 people, perhaps the students did not have as diverse a skill set as other semesters.

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.

Student performance for this section of Oral Interpretation of Literature was outstanding. This could be due to the small class size and more opportunities for instructor intervention. Consideration will be given to the tool to possibly include performance level descriptions for instructors to more accurately identify successful traits in the final performance.

Outcome 3: Deliver an oral interpretation of a piece of literature.

- Assessment Plan
  - Assessment Tool: Interpretation-of-literature performance
  - Assessment Date: Winter 2018

- Course section(s)/other population: All sections of COM142.
- Number students to be assessed: All students enrolled in COM142.
- How the assessment will be scored: COM 142 Assessment Activity Form rubric.
- Standard of success to be used for this assessment: 80% of the students will score 75% or higher.
- Who will score and analyze the data: Departmental faculty will score and analyze.

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)
	2022	

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

# of students enrolled	# of students assessed
14	12

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.

Two of the fourteen enrolled students were absent during the final assessment for 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.

There is only one section of COM142 offered each year. That one section was used for assessment.

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

Students delivered an oral interpretation of a piece of literature. 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 (1), Physical (2) and Emotional Responsiveness (3): Volume, temp, phrasing, pausing, body movement, focus, blocking, sensory showing, character placement, "pops",

empathy, dynamics and attitude projection." 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 12 students enrolled in COM142, the average score for the three areas of performance were 19.6 (Vocal), 19.1 (Physical), and 19.6 (Emotional) out of 20 possible points. The highest score was 20, which 10 students earned (Vocal), 7 students earned (Physical) and 10 students earned (Emotional). The lowest score was 17, which only one student earned in each category. Overall, the standard of success was met for this assessment by all students (100% success). Students delivered an oral interpretation of a piece of literature.

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

Students earned a potential 20 points in each of three areas of assessment: Vocal performance, physical performance, emotional performance. In each area, students earned an average between 19.1 and 19.6 points. With a smaller class size due to the pandemic, each student received more personalized attention from the instructor. By the time the final performance took place, students had selected and prepared at least four pieces of literature with the guidance of their instructor, receiving individual coaching and preparation support. With the smaller class size of just 12 people, the students were perhaps did not have as diverse of a skill set as other semesters.

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.

Student performance for this section of Oral Interpretation of Literature was outstanding. This could be due to the small class size and more opportunities for instructor intervention. Consideration will be given to the tool to possibly include performance level descriptions for instructors to more accurately identify successful traits in the final performance.

### 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.

During the last assessment, the changes identified were focused on the final performance. Previously, classes were assessed using a poetry performance. However, the programmed oral interpretation performance was identified as providing a better opportunity to assess learning outcomes and scaffolding of skills attained. Additionally, a review and edit of OER materials for the course was conducted. These changes were implemented in Winter 2019. Effectiveness appears to be improved.

- 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?

COM142 meets the needs of students by providing instruction in literature selection, story arc creation, editing/combining of texts, analysis and extensive performance opportunities. During the assessment process, faculty consulted data to identify possible grade inflation. Research into causes of grade inflation and assessment of the course has identified a need for a more specific grading rubric with performance levels descriptions.

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

Departmental Faculty will review an updated series of rubrics for COM142 performances that include performance level descriptions. Distribution of the rubrics, including the course assessment tool, will be provided for instructors who teach this course.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Levels of performance will be added to the grading rubric for the Programmed Oral Interpretation assignments.	With a 100% success rate for all learning outcomes for this course, we have identified potential grade inflation. By adding "levels of performance" with a description for each level, faculty will be better able to identify specific	2023

		traits for each grading area.	
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5. Is there anything that you would like to mention that was not already captured?

6.
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### III. Attached Files

[COM142 Assessment Data](#)

**Faculty/Preparer:** Claire Sparklin **Date:** 05/27/2022  
**Department Chair:** Allison Fournier **Date:** 06/01/2022  
**Dean:** Scott Britten **Date:** 06/21/2022  
**Assessment Committee Chair:** Shawn Deron **Date:** 11/12/2022

**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.

- 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, "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](#)

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