

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Communications (new)	200	COM 200 07/08/2021- Family Communication
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Communication, 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?

<p>Yes</p> <p>5/12/2015</p>

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

<p>Course outcome #1: Conducted assessment for 34 of the 53 students enrolled in COM200 from FALL 2014. For the standard department test, 27 students earned a 70% or higher. The standard of success for this course outcome was met.</p> <p>Course outcome #2: The genogram tool, conducted later in the semester, was completed by 23 students, and 19 received a grade of 70% or higher. The standard of success for this course outcome was met.</p> <p>Course outcome #3: Of the 34 students who completed the standardized department test, 27 earned a 70% or higher, meeting the standard of success for course outcome #3.</p>
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

<p>Assessment Action Plan: Further study of the tool used in the genogram is warranted due to a high success rate. Discussion of terms in the assessment tool for instructors to have a clearer understanding of how students demonstrate success will be facilitated.</p>
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When/How Changes were Implemented: During In-service Fall 2015, instructors teaching COM200 met to discuss how to assess the Genogram including meaning and use of each rubric item. Ongoing conversations and e-mails have resulted in the years since.

II. Assessment Results per Student Learning Outcome

Outcome 1: Present practices in family communication such as personal narrative, the genogram and other ways to express family identity.

- Assessment Plan
 - Assessment Tool: Presentation of a genogram.
 - Assessment Date: Winter 2017
 - Course section(s)/other population: Random selection of at least one on-campus and one online sections of COM 200.
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 70% for 70% or more of students.
 - Who will score and analyze the data: Department faculty.
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)
	2021	

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

# of students enrolled	# of students assessed
60	51

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 200: Family Communication for Winter 2021 were included in this assessment report. While 60 students were originally enrolled in all sections of COM 200, a portion of students became inactive by the time this tool was used.

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 populations of students were included in this assessment. The two sections of COM 200: Family Communication offered were COM200-DY1, COM200-DY2 COM200-D01. On-campus sections were not offered this semester due to the Covid-19 Pandemic.

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

Students created a genogram of their family and presented their findings, including behavior and health patterns. Instructors graded the presentation, outline and genogram using a departmental rubric (attached COM 200 Assessment Activity Form).

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 51 students who completed the genogram assignment, 50 (98%) scored 70% or higher. The average score was 86%.

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

Students excelled at making connections between course materials and their own experiences. Students demonstrated knowledge of terminology and ability to apply this terminology to specific examples, such as synthesizing course content and applying it to real-world situations applicable to each student's life.

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 completed the Personal Narrative assignment early in the semester. The online class provides scaling of information to support students in their success. Continued training during twice-annual full department meetings will include support for on-campus sections provide similar scaling of information.

Concerns within our discipline have arisen due to the current view of genograms. This tool is rarely used at other colleges and universities when teaching Family

Communication due to concerns about validity and usefulness in assessing Family Communication structures.

Outcome 1: Present practices in family communication such as personal narrative, the genogram and other ways to express family identity.

- Assessment Plan
 - Assessment Tool: Presentation of a personal narrative.
 - Assessment Date: Winter 2017
 - Course section(s)/other population: Random selection of at least one on-campus and one online sections of COM 200.
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: 70% for 70% or more of students.
 - Who will score and analyze the data: Department faculty.

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)
	2021	

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

# of students enrolled	# of students assessed
60	52

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 200: Family Communication for Winter 2021 were included in this assessment report. While 60 students were originally enrolled in all sections of COM 200, a portion of students became inactive by the time this tool was used.

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 populations of students were included in this assessment. The two sections of COM 200: Family Communication offered were COM200-DY1, COM200-DY2 and COM200-D02. On-campus sections were not offered this semester due to the Covid-19 Pandemic and continued decline in enrollment.

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

Students wrote personal narratives highlighting a story in their own family communication and presented them to an audience. Instructors graded the presentation, typed narrative paper and self-assessment using a departmental rubric (attached COM 200 Assessment Activity Form).

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 52 students who completed the personal narrative assignment, 52 students (100%) successfully met the standard in the master syllabus, scoring 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 excelled at making connections between course materials and their own experiences. Students demonstrated knowledge of terminology and ability to apply this terminology to specific examples, such as synthesizing course content and applying it to real-world situations applicable to each student's life.

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 completed the Personal Narrative assignment early in the semester. The online class provides scaling of information to support students in their success. Continued training during twice-annual full department meetings will include support for on-campus sections provide similar scaling of information.

Concerns within our discipline have arisen due to the current view of genograms. This tool is rarely used at other colleges and universities when teaching Family Communication due to concerns about validity and usefulness in assessing Family Communication structures.

Outcome 2: Recognize the foundations of family communication through definition and theory.

- Assessment Plan
 - Assessment Tool: Multiple Choice & T/F Test
 - Assessment Date: Winter 2017
 - Course section(s)/other population: Random selection of at least one on-campus and one online sections of COM 200.
 - Number students to be assessed: All students
 - How the assessment will be scored: Faculty developed answer key.
 - Standard of success to be used for this assessment: 70% of the students will score 70% 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)
	2021	

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

# of students enrolled	# of students assessed
60	54

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 200: Family Communication for Winter 2021 were included in this assessment report. While 60 students were originally enrolled in all sections of COM 200, a portion of students became inactive by the time this tool was used.

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 populations of students were included in this assessment. The two sections of COM 200: Family Communication offered were COM200-DY1 and COM200-DY2. On-campus sections were not offered this semester due to the Covid-19 Pandemic and continued decline in enrollment.

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

A standard departmental test was used to assess this outcome. The test consists of 40 multiple-choice questions and 10 true/false questions testing students cumulatively on the information presented during the course. Each question was worth 3 points. Students in the online environment took the test using Blackboard Learning Management System.

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

Met Standard of Success: Yes

Of the 54 students who completed this exam, 50 students (93%) earned a score of 70% or higher, achieving the standard of success as the master syllabus indicates.

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

Students were able to accurately identify key definitions and theory that comprise the foundation of family communication. Students are prepared to apply their knowledge when taking the test.

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 this outcome at a higher rate than they have when assessing both on-campus and online classes together. The online students have resources to prepare for this test that on-campus students do not. Providing the same or similar Blackboard resources for on-campus students as for the on-line students is a top priority in the coming year.

Outcome 3: Recognize challenges faced by families, such as predictable and unpredictable stress and ways of coping and the influences of media, government policy, and religion of the family.

- Assessment Plan
 - Assessment Tool: Multiple Choice & T/F Test
 - Assessment Date: Winter 2017

- Course section(s)/other population: Random selection of at least one on-campus and one online sections of COM 200.
- Number students to be assessed: All students
- How the assessment will be scored: Faculty developed answer key.
- Standard of success to be used for this assessment: 70% of the students will score 70% 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)
	2021	

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

# of students enrolled	# of students assessed
60	52

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 200: Family Communication for Winter 2021 were included in this assessment report. While 60 students were originally enrolled in all sections of COM 200, a portion of students became inactive by the time this tool was used.

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 populations of students were included in this assessment. The two sections of COM 200: Family Communication offered were COM200-DY1 and COM200-DY2. On-campus sections were not offered this semester due to the Covid-19 Pandemic and continued decline in enrollment.

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

A standard departmental test was used to assess this outcome. The test consists of 40 multiple-choice questions and 10 true/false questions testing students cumulatively on the information presented during the course. Each question was

worth three points. Students in the online environment took the test using Blackboard Learning Management System.

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

Met Standard of Success: Yes

Of the 52 students who completed this exam, 45 (86.5%) earned a 70% or higher meeting the success indicator as described on the master syllabus.

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

Students were prepared to test their knowledge when taking this test. They could accurately identify definitions and apply concepts to the world around them. They had access to materials to encourage their success.

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 this outcome at a higher rate than they have when assessing both on-campus and online classes together. The online students have resources to prepare for this test that on-campus students do not. Providing the same or similar Blackboard resources for on-campus students as for the on-line students is a top priority in the coming year.

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 assessment report encouraged our department to examine concerns over what appeared to be inflated success rates with the Genogram. We discovered that only some of our instructors fully understood this technique. We worked to remediate knowledge as best as we could, but being understaffed in our discipline, we lack expertise in Family Communication. After two full-time faculty losses with Family Communication expertise, it has taken us some time to discover that Genograms are no longer the discipline standard. It appears to be an out-of-date tool that newer graduated part-time faculty were never taught or have never used.

- 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?

This course continues to meet the needs of students by providing resources and guidance for successful completion and demonstration of course outcomes. Students in the online course seem, perhaps, better prepared for exams than previously studied on-campus populations. Providing similar Blackboard resources for on-campus sections is a priority. An additional priority is eliminating the Genogram from the Master Syllabus as it is out-of-date.

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

During our twice-annual full department meetings, we will continue to train part-timers in concepts that are relevant to COM200. We will advise on-campus instructors to use the Blackboard version of COM200 to provide additional resources to their students, including preparatory work for exams. Removal of the Genogram from the Master Syllabus will happen in Summer 2021.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Remove the Genogram from the Master Syllabus.	The Genogram is an older technique for analyzing Family Communication as a way of tracing a trait throughout generations. Traits may include alcoholism, domestic violence or breast cancer. This technique is not used in most current college and university classes.	2021

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

6.

III. Attached Files

[Assessment Activities](#)
[COM 200 Winter 2021](#)

Faculty/Preparer:	Claire Sparklin	Date: 07/12/2021
Department Chair:	Allison Fournier	Date: 07/12/2021
Dean:	Scott Britten	Date: 07/21/2021
Assessment Committee Chair:	Shawn Deron	Date: 10/30/2021

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Communications	200	COM 200 05/12/2015- Family Communication
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: Recognize the foundations of family communication through definition and theory.

- Assessment Plan
 - Assessment Tool: Departmental Multiple Choice & T/F Test
 - Assessment Date: Fall 2006
 - Course section(s)/other population: random sample of sections
 - Number students to be assessed: 50
 - 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)
	2014	

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

# of students enrolled	# of students assessed
53	34

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

The assessment of COM200 students was based upon availability of information, withdrawal rates and absences. COM200-DL2 provided assessment information for 20 students. COM200-DL3 provided assessment information for 14 students.

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.

Sixty-four percent of students enrolled in COM200 Winter 2014 were assessed. Due to updated information reflecting trends in Family Communication, the sections COM200-DL2 and COM200-DL3 were selected for assessment. The on-campus section will reflect these changes in the following school year and, thus, was not included in this assessment. The differences in the number of students assessed compared to the number enrolled arises because some of the students did not submit all assessment tools.

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

A standard departmental test was used to assess this outcome. The test consists of 40 multiple choice questions and 10 true/false questions testing students cumulatively on the information presented during the course. Each question was worth 3 points. Students in the online environment took the test using Blackboard Learning Management System.

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

Met Standard of Success: Yes

Of the 34 students who completed the standard department test, 27 earned a 70% or higher score (70% indicates the standard of success). The overall average score was 90%. 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.

Students were able to accurately identify key definitions and theory that comprise the foundation of family communication. Students are prepared to test their knowledge when taking the test.

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 test is given toward the end of the semester. There is some concern that, with an average of 90%, the test may be too easy for students or, perhaps, due to the test completion occurring toward the end of the term, that strong students remain while weaker students are no longer active in the course.

Outcome 2: Identify and/or perform practices in family communication, such as personal narrative, the genogram, and other ways to express family identity.

- Assessment Plan
 - Assessment Tool: The student will present a genogram and personal narrative that will be critiqued by the instructor. The instructor will fill out a COM 200 Assessment Activity Form.
 - Assessment Date: Winter
 - Course section(s)/other population:
 - Number students to be assessed:
 - 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)
	2014	

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

# of students enrolled	# of students assessed
53	26

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

The assessment of COM200 students were assessed based upon availability of information, withdrawal rates and activity in course. COM200-DL2 and COM200-DL3 provided assessment information for 26 Personal Narratives and 23 Genogram assignments.

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.

Sixty-four percent of students enrolled in COM200 Winter 2014 were assessed. Due to updated information reflecting trends in Family Communication, the sections COM200-DL2 and COM200-DL3 were selected for assessment. The on-campus section will reflect these changes in the following school year and, thus, was not included in this assessment. The differences in the number of students assessed compared to the number enrolled arises because some of the students did not submit all assessment tools.

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

Students created a genogram of their family and presented their findings, including behavior and health patterns. Instructors graded the presentation, outline and genogram using a departmental rubric (attached COM 200 Assessment Activity Form).

Students wrote personal narratives highlighting a story in their own family communication and presented them to an audience. Instructors graded the presentation, typed narrative paper and self-assessment using a departmental rubric (attached COM 200 Assessment Activity Form).

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 23 students who completed the genogram assignment, the average score was 83.3%. A total of 19 students successfully completed the assignment based on the master syllabus 70% or higher score indicator.

Of the 26 students who completed the personal narrative assignment, the average score was 90.75%. A total of 25 students successfully completed the assignment based on the master syllabus 70% of higher score indicator.

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.

Students demonstrated knowledge of terminology and ability to apply this terminology to specific examples such as synthesizing course content and applying it to real world situations applicable to each student's life.

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 a high standard of success (Average of 90.75% with all but one student successfully earning a score over 70%) in the Personal Narrative assignment that questions the validity of that assignment generating an accurate assessment of course outcomes. Further examination of this tool and activity assessment form should be conducted.

Outcome 3: Recognize challenges faced by families, such as predictable and unpredictable stress and ways of coping and the influences of media, government policy, and religion of the family.

- Assessment Plan
 - Assessment Tool: Multiple Choice & T/F Test
 - Assessment Date: Winter
 - Course section(s)/other population:
 - Number students to be assessed:
 - 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)
	2014	

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

# of students enrolled	# of students assessed
53	34

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

The assessment of COM200 students was based upon availability of information, withdrawal rates and absences. COM200-DL2 provided assessment information for 20 students. COM200-DL3 provided assessment information for 14 students.

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.

Sixty-four percent of students enrolled in COM200 Winter 2014 were assessed. Due to updated information reflecting trends in Family Communication, the sections COM200-DL2 and COM200-DL3 were selected for assessment. The on-campus section would reflect these changes in the following school year and, thus, was not included in this assessment. The differences in the number of students assessed compared to the number enrolled arises because some of the students did not submit all assessment tools.

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

A standard departmental test was used to assess this outcome. The test consists of 40 multiple choice questions and 10 true/false questions testing students cumulatively on the information presented during the course. Each question was worth 3 points. Students in the online environment took the test using Blackboard Learning Management System

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

Met Standard of Success: Yes

Of the 34 students who completed the standard department test, 27 earned a 70% or higher score (70% indicates the standard of success). The overall average score was 90%. 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.

Students were able to accurately identify key definitions and theory that comprise the foundation of Family Communication. Students are prepared to test their knowledge when taking the test.

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 test is given towards the end of the semester. There is some concern that, with an average of 90%, the test may be too easy for students or, perhaps, due to the test completion occurring toward the end of the term,

that strong students remain while weaker students are no longer active in the course.

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?

This course is meeting the needs of students as seen by successful completion and demonstration of course outcomes. Further examination of the Genogram assignment is warranted.

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

Information will be shared twice annually during full department meetings and during the scheduling process for part-time instructors.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Further study of the tool used in the genogram is warranted due to a high success rate. Discussion of terms in the assessment tool for instructors to have a clearer understanding of how students demonstrate success will be facilitated. Examination of Fall 2015 scores will be conducted and further action taken if required.	All but one student who attempted the Genogram assignment was successful (higher than 70% scored). And, the average score was 90.75% overall.	2015

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

5.

III. Attached Files

[Data for COM200](#)

Faculty/Preparer:	Claire Sparklin	Date: 05/13/2015
Department Chair:	Allison Fournier	Date: 06/04/2015
Dean:	Kristin Good	Date: 06/08/2015
Assessment Committee Chair:	Michelle Garey	Date: 06/15/2015