

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Communication (new)	210	COM 210 06/22/2023- Nonverbal Communication
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Communications, Media & Theatre Arts (new)
Faculty Preparer		Allison Fournier
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
Winter 2019

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

The previous assessment of COM 210 showed that students met the standard of success for all course outcomes. No changes were needed.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The Action Plan/Intended changes entailed the goal of meeting with the faculty who teach COM 210 and share findings, discuss and evaluate the course once per semester that the course is taught. We have implemented these meetings with the current faculty teaching COM 210.
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**II. Assessment Results per Student Learning Outcome**

Outcome 1: Define the functions of nonverbal communication.

- Assessment Plan
  - Assessment Tool: Common exam question
  - Assessment Date: Winter 2022
  - Course section(s)/other population: All sections

- Number students to be assessed: A random sample of 25% of students
- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of the sampling will receive an average of 75% or higher.
- Who will score and analyze the data: Instructors within the department (excluding those teaching COM 210) will score and analyze the data for all assessment tools.

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)
	2023	

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

# of students enrolled	# of students assessed
34	20

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.

A random sample of 20/34 were assessed from two sections of the course (10 students per section).

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.

A random sample of 20 students (10 from each section) were assessed from the two sections taught in Winter 2023.

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

A common exam question was used as the assessment tool for this outcome. Students were asked to define four of the functions of nonverbal communication. The rubric used to assess this data allowed the students to earn "1" point for a correct definition or "0" points for an incorrect definition. A total of four points were possible with a standard of success at 3/4 points or 75% for each student.

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.

<b>Met Standard of Success: <u>Yes</u></b>
The standard of success was met for this outcome: 85% of the students (17/20) scored 3 or higher on the rubric (75%) which was the standard of success. The following is a breakdown of the data.  Functions of Nonverbal Communication: 20 students were assessed 7 students earned 4 points = 35% of the students assessed 10 students earned 3 points = 50% of the students assessed 3 students earned 2 points = 15% of the students assessed

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 effectively define the functions of nonverbal communication. This is the foundation of nonverbal communication; therefore, the data suggests the students understand these concepts and have a strong foundation to build upon in the course.
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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 standard of success was made more stringent with the 2019 course assessment; therefore, with the standard of success being met, no changes need to be made at this time.
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Outcome 2: Define the categories of nonverbal communication.

- Assessment Plan
  - Assessment Tool: Discipline exam
  - Assessment Date: Winter 2022
  - Course section(s)/other population: All sections
  - Number students to be assessed: A random sample of 25% of students
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of the sampling will receive an average of 75% or higher.

- Who will score and analyze the data: Instructors within the department (excluding those teaching COM 210) will score and analyze the data for all assessment tools.

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)
	2023	

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

# of students enrolled	# of students assessed
34	20

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.

A random sample of 20/34 were assessed from two sections of the course (10 students per section).

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.

A random sample of 20 students (10 from each section) were assessed from the two sections taught in Winter 2023.

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

A common exam question was used as the assessment tool for this outcome. Students were asked to define four of the categories of nonverbal communication. The rubric used to assess this data allowed the students to earn "1" point for a correct definition and "0" points for an incorrect definition. A total of four points were possible with a standard of success at "3/4" points for each student.

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 standard of success was met for this outcome: 80% of the students (16/20) scored 3 or higher on the rubric (75%) which was the standard of success. The following is the breakdown of the data.

Categories of Nonverbal Communication:

20 students assessed

10 students scored 4 points = 50% of the students assessed

6 students scored 3 points = 30% of the students assessed

4 students scored 2 points = 20% of the students assessed

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 effectively define the categories of nonverbal communication. These categories serve as the context to much of the nonverbal communication discipline. From these results, I am confident students understand these categories and concepts held within each.

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 standard of success was made more stringent with the 2019 course assessment; therefore, with the standard of success being met, no changes need to be made at this time.  
As to continuous improvement in the course, the instructors teaching COM 210 meet at least once per semester to discuss and evaluate the outcomes and objectives for the course.

Outcome 3: Identify nonverbal communication functions and categories that are present in different cultures.

- Assessment Plan
  - Assessment Tool: Student presentation assessment form
  - Assessment Date: Winter 2022
  - Course section(s)/other population: All sections
  - Number students to be assessed: A random sample of 25% of students
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 70% of the sampling will receive an average of 75% or higher.

- Who will score and analyze the data: Instructors within the department (excluding those teaching COM 210 during assessment period) will score and analyze the data for all assessment tools.

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)
	2023	

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

# of students enrolled	# of students assessed
34	20

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.

A random sample of 20 students from two sections of COM 210 from Winter 2023 were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

A random sample of 20 students from two sections of COM 210 from Winter 2023 were assessed.

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

Assessment Tool: 1. Student Presentation Assessment Form was used to assess this outcome. Each student was asked to identify, research and present functions or categories of nonverbal communication, unique to a culture other than their own.

Each student was asked to do the following in their presentation:

Part 1: Define a culturally unique category or function of nonverbal communication. Identify an example of this culturally unique category and/or function of nonverbal communication.

The above questions were worth 1 point each. For the second part of this assessment, each student was asked to clearly explain the function/category along with an example of nonverbal communication to their audience.

Part 2: Clearly explain definition of nonverbal function/category, culturally unique, to the audience. Clearly explain the example, demonstrating the nonverbal communication function/category chosen.

Part 2 Questions were worth 1 point each. The student presentation assessment was worth a total of 4 points (Part 1 - two points; Part 2 - two points) with a standard of success at "3/4" points (75%) or higher for each student.

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 standard of success was met for this outcome: 90% of the students (18/20) scored 3 or higher on the rubric (75%) which was the standard of success. The following is the breakdown of the data.

Culturally specific functions or categories:

20 students assessed

13 students earned 4 pts = 65% of the students assessed

5 students earned 3 pts = 25% of the students assessed

2 students earned 2 pts = 10% of the students assessed

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 apply the functions and/or categories of nonverbal communication to a specific culture other than their own. The standard of success showed that students were effective in not only applying these concepts, but also in giving a clear example of each to their chosen culture. This shows an advanced understanding of the foundational concepts presented throughout the course.

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 standard of success was met. No changes need to be made at this time. As to continuous improvement in the course, the instructors teaching COM 210 meet at least once per semester to discuss and evaluate the outcomes and objectives for the course.

### 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.

In order to strengthen student learning, we have facilitated a bi-yearly (once in Fall and once in Winter semesters) meeting of all of the instructors teaching COM 210. This has helped with consistency and incorporating new techniques to improve student learning. The standard of success was met; therefore, the action plan/intended changes are proving to be successful.

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 very pleased to see that students were able to identify, define and give examples of these complex concepts in the course.

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

These results will be shared with the Department Faculty at the Fall 2023 Department Meeting.

4. Intended Change(s)

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

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

6.

### III. Attached Files

[COM 210: Presentation Rubric](#)

[COM 210: Data Set](#)

[COM 210: Definition Rubric](#)

**Faculty/Preparer:** Allison Fournier **Date:** 06/22/2023

**Department Chair:** Allison Fournier **Date:** 06/22/2023

**Dean:** Scott Britten **Date:** 06/23/2023

**Assessment Committee Chair:** Jessica Hale **Date:** 11/22/2023

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Communications (new)	210	COM 210 08/07/2019- Nonverbal Communication
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Communication, Media & Theatre Arts (new)	Allison Fournier
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  Fall 2012
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2. Briefly describe the results of previous assessment report(s).

The standard of success for each outcome during the previous assessment was that 70% of students will score a minimum of 50% on the rubrics. This was extremely low and did not effectively assess the outcomes.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The action taken to correct the above concerns was to update the COM 210 Master Syllabus with the standard of success increasing to 70% of the students assessed will score a 75% or higher for each of the three outcomes. Rubrics were changed to accommodate this change and were used for this assessment.
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**II. Assessment Results per Student Learning Outcome**

Outcome 1: Define the functions of nonverbal communication.

- Assessment Plan
  - Assessment Tool: Discipline Exam: Each student will complete a discipline exam in which they will be asked one question each, dealing with the following definition. Question: Define a function of nonverbal

communication. This question will be worth a total of 2 points and an average of the points will be taken.

- Assessment Date: Fall 2013
- Course section(s)/other population: all sections
- Number students to be assessed: If one section is offered, the entire section will be assessed. If more than one section is offered, a sampling of the running sections will be assessed.
- How the assessment will be scored: departmentally-developed rubric.
- Standard of success to be used for this assessment: Success for this assessment will be 70% of the sampling will receive 1 point (1 of 2) or higher.
- Who will score and analyze the data: Instructors within the department (excluding those teaching COM 210) will score and analyze the data for all assessment tools.

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)

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

# of students enrolled	# of students assessed
	28

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 of the students enrolled in the course were assessed. One student from COM 210 withdrew from the course during the assessment process, and therefore was not included in the assessment population.

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 of the students enrolled in the course (two sections) during the Winter 2019 semester were assessed.

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

A common exam question was used as the assessment tool for this outcome. Students were asked to define four of the functions of nonverbal communication. The rubric used to assess this data allowed the students to earn "1" point for a correct definition or "0" points for an incorrect definition. A total of four points were possible with a standard of success at 3/4 points or 75% for each student. The goal of 70% of the students scoring a 75% or higher (3/4) was met.

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 standard of success was met for this outcome: 89% of the students scored 3 or higher on the rubric (75%) which was the standard of success. The following is a breakdown of the data.

Functions of Nonverbal Communication:

28 students were assessed

20 students earned 4 points = 71% of the students assessed

5 students earned 3 points = 18% of the students assessed

1 student earned 2 points = 4% of the students assessed

2 students earned 0 points = 7% of the students assessed

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 effectively define the functions of nonverbal communication. This is the foundation of nonverbal communication; therefore, the data suggests the students understand these concepts and have a strong foundation to build upon in the course.

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 standard of success was made more stringent with this course assessment; therefore, with the standard of success being met, no changes need to be made at this time.

As to continuous improvement in the course, the instructors teaching COM 210 meet at least once per semester to discuss and evaluate the outcomes and objectives to the course.

Outcome 2: Define the categories of nonverbal communication.

- Assessment Plan
  - Assessment Tool: Discipline Exam: Each student will complete a discipline exam in which they will be asked the following question. Question: Define two categories of nonverbal communication. This question will be worth a total of 4 points and an average of the points will be taken.
  - Assessment Date: Fall 2013
  - Course section(s)/other population: all sections
  - Number students to be assessed: If one section is offered, the entire section will be assessed. If more than one section is offered, a sampling of the running sections will be assessed.
  - How the assessment will be scored: departmentally-developed rubric.
  - Standard of success to be used for this assessment: Success for this assessment will be 70% of the sampling will receive 2 points (2 of 4) or higher.
  - Who will score and analyze the data: Instructors within the department (excluding those teaching COM 210) will score and analyze the data for all assessment tools.

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)

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

# of students enrolled	# of students assessed
	28

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 of the students enrolled in the course were assessed. One student from COM 210 withdrew from the course during the assessment process, and therefore was not included in the assessment population.

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 of the students enrolled in the course (two sections) during the Winter 2019 semester were assessed.

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

A common exam question was used as the assessment tool for this outcome. Students were asked to define 4 of the categories of nonverbal communication. The rubric used to assess this data allowed the students to earn "1" point for a correct definition and "0" points for an incorrect definition. A total of 4 points were possible with a standard of success at "3/4" points for each student. The goal of 70% of the students scoring a 75% or higher(3/4) was met.

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 standard of success was met for this outcome: 78% of the students scored 3 or higher on the rubric (75%) which was the standard of success. The following is the breakdown of the data.

Categories of Nonverbal Communication:

28 students assessed

18 students scored 4 points = 64% of the students assessed

4 students scored 3 points = 14% of the students assessed

2 students scored 2 points = 7% of the students assessed

3 students scored 1 point = 11% of the students assessed

1 student scored 0 points = 4% of the students assessed

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 effectively define the categories of nonverbal communication. These categories serve as the context to much of the nonverbal communication discipline. From these results, I am confident students understand these categories and concepts held within each.

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 standard of success was made more stringent with this course assessment; therefore, with the standard of success being met, no changes need to be made at this time.

As to continuous improvement in the course, the instructors teaching COM 210 meet at least once per semester to discuss and evaluate the outcomes and objectives to the course.

Outcome 3: Identify nonverbal communication functions and categories that are present in different cultures.

- Assessment Plan
  - Assessment Tool: Student Presentation Assessment Form (individual or group): Each student will identify, research and present functions and/or categories of nonverbal communication, unique to a culture other than their own. Each student will be asked to do the following in their presentation: Part 1: Define a culturally unique category or function of nonverbal communication. Identify an example of this culturally unique category and/or function of nonverbal communication. The above questions will be worth 1 point each. For the second part of this assessment, each student will need to clearly explain the function/category along with an example of nonverbal communication to their audience. Part 2: Clearly explain definition of nonverbal function/category, culturally unique, to the audience. Clearly explain the example, demonstrating the nonverbal communication function/category chosen. Part 2 Questions will be worth 1 point each. The student presentation assessment will be worth a total of 4 points (Part 1 - two points; Part 2 - two points).
  - Assessment Date: Fall 2013
  - Course section(s)/other population: all sections

- Number students to be assessed: If one section is offered, the entire section will be assessed. If more than one section is offered, a sampling of the sections will be assessed.
- How the assessment will be scored: departmentally-developed rubric
- Standard of success to be used for this assessment: Success for this assessment will be 70% of the sampling will receive 2 points (2 of 4) or higher.
- Who will score and analyze the data: Instructors within the department (excluding those teaching COM 102 during assessment period) will score and analyze the data for all assessment tools.

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)

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

# of students enrolled	# of students assessed
	28

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 of the students enrolled in the course were assessed. One student from COM 210 withdrew from the course during the assessment process, and therefore was not included in the assessment population.

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 of the students enrolled in the course (two sections) during the Winter 2019 semester were assessed.

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

**Assessment Tool:** 1. Student Presentation Assessment Form was used to assess this outcome. Each student will identify, research and present functions or categories of nonverbal communication, unique to a culture other than their own. Each student will be asked to do the following in their presentation:

Part 1: Define a culturally unique category or function of nonverbal communication. Identify an example of this culturally unique category and/or function of nonverbal communication. The above questions will be worth 1 point each. For the second part of this assessment, each student will need to clearly explain the function/category along with an example of nonverbal communication to their audience.

Part 2: Clearly explain definition of nonverbal function/category, culturally unique, to the audience. Clearly explain the example, demonstrating the nonverbal communication function/category chosen.

Part 2 Questions will be worth 1 point each. The student presentation assessment will be worth a total of 4 points (Part 1 - two points; Part 2 - two points) with a standard of success at "3/4" points (75%) or higher for each student. The goal of 70% of students scoring a 75% or higher (3/4) was met.

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 standard of success was met for this outcome: 93% of the students scored 3 or higher on the rubric (75%) which was the standard of success. The following is the breakdown of the data.

Culturally specific functions or categories:

28 students assessed

24 students earned 4 pts = 86% of the students assessed

2 students earned 3 pts = 7% of the students assessed

2 students earned 2 pts = 7% of the students assessed

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 apply the functions and/or categories of nonverbal communication to a specific culture other than their own. The standard of success showed that students were effective in not only applying these concepts, but also in giving a clear example of each to their chosen culture. This shows an advanced understanding of the foundational concepts presented throughout the course.

- 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 standard of success was met. No changes need to be made at this time.

As to continuous improvement in the course, the instructors teaching COM 210 meet at least once per semester to discuss and evaluate the outcomes and objectives to the course.

### III. Course Summary and Intended Changes Based on Assessment Results

- 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 Fall 2012 assessment report recommending making the standard of success for the course outcomes more stringent. This report used the more stringent standard of success and was pleased with the results. This standard of success will continue as part of COM 210's assessment plan.

- 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 very pleased to see that students were able to identify, define and give examples of these complex concepts in the course.

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

The results will be shared with the faculty at the Fall 2019 department meeting.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Faculty meetings	COM 210 instructors meeting at least once per semester to discuss and evaluate course	Continuous improvement.	2019

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

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### III. Attached Files

[COM 210 Exam Question Rubric](#)

[COM 210 Presentation Rubric](#)

**Faculty/Preparer:** Allison Fournier **Date:** 08/07/2019

**Department Chair:** Allison Fournier **Date:** 08/08/2019

**Dean:** Scott Britten **Date:** 09/24/2019

**Assessment Committee Chair:** Shawn Deron **Date:** 11/22/2019

**COURSE ASSESSMENT REPORT**

**I. Background Information**

- 1. Course assessed:  
 Course Discipline Code and Number: COM 210  
 Course Title: Nonverbal Communication  
 Division/Department Codes: HSS/HUM
  
- 2. Semester assessment was conducted (check one):  
 Fall 2012  
 Winter 20\_\_  
 Spring/Summer 20\_\_
  
- 3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify): COM 210 Presentation Assessment Rubric
  
- 4. Have these tools been used before?  
 Yes  
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

- 5. Indicate the number of students assessed and the total number of students enrolled in the course.

Fall 2012: 15/18

Students Enrolled in the course: 18

- 6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

All of the students that completed the assignments (Discipline Exam and Presentation) were assessed. Three students who were registered for the course did not complete the exam and the presentation.

**II. Results**

- 1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

This is the first time the course was assessed.

- 2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

- 1. Define the functions of nonverbal communication.
- 2. Define the categories of nonverbal communication.
- 3. Identify nonverbal communication functions and categories that are present in different cultures.

COURSE ASSESSMENT REPORT

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. (You can copy and paste these from CurricUNET's WR report.)

- 1. Success for this assessment will be 70% of the sampling will receive 1 point (1 of 2) or higher.
2. Success for this assessment will be 70% of the sampling will receive 2 points (2 of 4) or higher.
3. Success for this assessment will be 70% of the sampling will receive 2 points (2 of 4) or higher.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.

Outcome #1: 83%
Outcome #2: 93%
Outcome #3: 94%

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. (This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)

Strengths: Students showed above average knowledge and application of the functions, categories of nonverbal communication. Also, students scored above average on their ability to analyze nonverbal communication in terms of an individual culture.

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

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. (If students met all expectations, describe your plan for continuous improvement.)

Although based on the standard of success, there were no weaknesses found, I will make several changes to the standards of success in order improve the expectations of the outcomes. The following changes will be made to the three course outcomes:

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

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. [X] Outcomes/Assessments on the Master Syllabus

Change/rationale: In order to heighten the expectations of meeting the outcomes of the course. These changes will allow for a more stringent assessment of the skills the student will gain during the course. I will be making the following changes to the standard of success for each outcome:

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

b. [ ] Objectives/Evaluation on the Master Syllabus

Change/rationale:

c. [ ] Course pre-requisites on the Master Syllabus

Change/rationale:

d. [ ] 1st Day Handouts

Change/rationale:

e. [ ] Course assignments

Change/rationale:

COURSE ASSESSMENT REPORT

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

- g.  Instructional methods  
 Change/rationale: Improve/Change course lectures in terms of focusing on differentiating between functions of nonverbal communication

- h.  Individual lessons & activities  
 Change/rationale: Implement more in-class exercises that give students the ability to practice and

3. What is the timeline for implementing these actions?  
 These changes will be implemented for Winter 2013.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.  
 The assessment tools were effective in measuring student achievement of learning outcomes for this course.

We will continue to use these assessment tools with the change to the standard of success measurement described above.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

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: Winter 2016.

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

Submitted by:

Print: Allison Fournier  
 Faculty/Preparer

Signature: Allison Fournier

Date: 1/10/13

Print: Debra Blair  
 Department Chair

Signature: Debra Blair

Date: 1/10/13

Print: Bill Abernethy  
 Dean/Administrator

Signature: Bill Abernethy

Date: JAN 15 2013