Dalton State College

Detailed Assessment Report
2015-2016 COMM 3500
As of: 8/15/2016 08:37 AM EDT
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Course Description

Explores humor as a communication device in a variety of contexts including, but not limited to, interpersonal communication, public address, organizational communication, language, health communication, humor theory, intercultural communication, and humor in the media. Focuses on theoretical moorings and application to real-world settings.

Prerequisites: COMM 1110, ENGL 1101

Program Outcomes

PO 1: Competence in Critical Thinking
Students will demonstrate the ability to think critically, analyzing and interpreting situations, events, practices, or literary or historical texts.

PO 2: Competence in Written Communication
Students will demonstrate competence in written communication, producing well-organized writing that meets conventional standards of correctness, exhibits appropriate style and awareness of audience, and presents substantial material.

PO 3: Competence in Oral Communication
Students will demonstrate competence in oral communication, presenting ideas, perspectives, and arguments in an effective manner.

PO 4: Effective Use of Research and Technology
Students will demonstrate an ability to use research and technology effectively in communication and scholarship.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Demonstration of an understanding of various communication and humor theories
Students will demonstrate an understanding of various communication and humor theories and will be able to apply that understanding to real world situations.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation
2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)
2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)
2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)
3.3.1.1 educational programs, to include student learning outcomes
3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)
4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
5.1 Students will utilize appropriate models, systematic methods, and concepts such as the scientific method to solve problems.
5.2 Students will demonstrate the ability to evaluate observations, inferences, or relationships in works under investigation.
6.1 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.
9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 1: Measurement by a rubric evaluating communication theory and humor theory components (Spring 2014/Drye)
Students' understanding will be measured by a rubric evaluating communication theory and humor theory components of a final written exam covering humor and communication theories. (Spring 2014/Drye)

Source of Evidence: Writing exam to assure certain proficiency level

Target:
Eighty percent of students will earn 75% or better on the communication theory and humor theory section of the final written exam. (Spring 2014/Drye)

Finding (2015-2016) - Target: Met
In COMM 3500-01, a traditional class taught on the main campus in Dalton during Spring Semester 2016, 19 of 19 (100%) students scored at 75% or higher on the final exam. The lowest grade for the exam was 78 and the highest grade was 100. The average score was 92. The target was met. The exam consisted of a number of essay questions in which students were provided scenarios and asked to apply principles and theoretical concepts learned in the class to those scenarios. Students showed a strong grasp of the material and an ability to critically evaluate, reflect, and apply relevant concepts. The students were able to articulate a rational and well thought out answer to each question. This was perhaps the best collective showing on the final exam of any of the terms this class has been taught at DSC. Spring 2016/Drye

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Final Exam Action Plan
Established in Cycle: 2012-2013
The current approach seems to be successful. This, and previous, iterations of the course found most to all students completing ...

Final exam action plan
Established in Cycle: 2013-2014
As previously reported, the current approach to the final exam is highly successful. Attention throughout the semester to studen...

Outc. 2: Demonstration of a clear understanding of humor as a communication device
Students will demonstrate a clear understanding of humor as a communication device in a variety of settings.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation
2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)
2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)
2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)
2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)
3.3.1.1 educational programs, to include student learning outcomes
3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)
4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

General Education Goals Associations

3.2 Students will express orally or in writing a broad understanding of an array of issues relating to culture, society, creative expression, or the human experience.
5.1 Students will utilize appropriate models, systematic methods, and concepts such as the scientific method to solve problems.
5.2 Students will demonstrate the ability to evaluate observations, inferences, or relationships in works under investigation.
8.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.
8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.
9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 2: Measurement by rubrics evaluating the content components of evaluated abstracts of scholarly literature (Spring 2014/Drye)

Students' understanding will be measured by rubrics evaluating the content components of evaluated abstracts of scholarly literature. (Spring 2014/Drye)

Source of Evidence: Project, either individual or group

Target:

Eighty percent of students will achieve at least 80% on the content sections of the evaluated abstracts. (Spring 2014/Drye)

Finding (2015-2016) - Target: Met

In COMM 3500-01, a traditional class taught on the Dalton State main campus during Spring Semester 2016, 16 of 19 students (84%) earned 80% or higher on the abstracts. The three students who did not score over 80% did not turn in all of the work. Students were asked to read scholarly articles from academic journals related to an area of humor in communication that they found interesting. Students were evaluated on their ability to understand and explain the articles and the methodological approaches taken by the researchers in those studies. There were five abstracts assigned during the semester. As the semester continued, students improved on the written work. The target was met Spring 2016/Drye

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Abstract Action Plan
Established in Cycle: 2012-2013
Students did very well with this assignment. The assignment is designed to help students engage in research for a specific topic...

Abstract Enhancement
Established in Cycle: 2013-2014
The current approach is largely successful and will be continued. It may prove fruitful to assign less abstracts and give studen...

Outc. 3: Demonstration of a significant understanding of humor in a specific cognate area of communication

Students will demonstrate a significant understanding of humor in a specific cognate area of communication such as public address, interpersonal, intercultural, health, organizational, media, etc.

Relevant Associations:

Standard Associations

***SACSCOC 2012* Principles of Accreditation**

2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program Content)

2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)

3.3.1.1 educational programs, to include student learning outcomes

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)

4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

5.1 Students will utilize appropriate models, systematic methods, and concepts such as the scientific method to solve problems.

5.2 Students will demonstrate the ability to evaluate observations, inferences, or relationships in works under investigation.

6.1 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

8.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 3: Measurement by a rubric evaluating the content and analysis components of a research paper (Spring 2014/Drye)
Students understanding will be measured by a rubric evaluating the content and analysis components of a research paper analyzing humor in a specific cognate area of communication such as public address, interpersonal, intercultural, health, organizational, media, etc. (Spring 2014/Drye)

Source of Evidence: Senior thesis or culminating major project

Target:
Eighty percent of students will and earn 80% or better on the content and analysis components of a research paper analyzing humor in a specific cognate area of communication such as public address, interpersonal, intercultural, health, organizational, media, etc. (Spring 2014/Drye)

Finding (2015-2016) - Target: Not Met
In COMM 3500-01, a traditional class taught on the Dalton State main campus during Spring Semester 2016, 9 of 19 students (47%) scored at 80% or higher on the research paper. Two students scored failing grades on the paper. Four students scored 90% or higher. The lowest grade was 50. The highest grade was 95. The average grade was 78%. The students papers covered a variety of topics including the use of humor as a communication tool in health care, advertising, politics, public address, etc. Deficiencies were noted primarily in the literature review sections which were often scant and not well developed. Some of the students relied heavily on less than current literature and others utilized too much non scholarly work such as popular press books, magazines, etc. We had several discussions and workshops on this though some students did not take this to heart. The action plan from the last time this course was taught included having the students turn in a rough draft. I did require a rough draft though no points were connected to it and many students did not turn one in. This will be addressed in the new action plan. Some students struggled with the APA format and others did not seem to try very hard on this. There was a high number of students who seemed to struggle with upper division work and there were a few students who simply did not seem to be committed to academic success. The target was not met. A new action plan will be created to help future students be more successful on this assignment. Drye/Spring 2016

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Research Action Plan
Established in Cycle: 2012-2013
Students were assigned a research paper on a topic of their choice which connected communication with humor in a cognate area. W...

Research Checkpoints
Established in Cycle: 2013-2014
The approach of having checkpoints and examining rough drafts proves to be effective. This practice will be continued.

Research Paper Action Plan
Established in Cycle: 2014-2015
This target was not met in part because of the high number of students in the class who lacked the demonstrable ability to do up...

Research Paper Plan
Established in Cycle: 2015-2016
The last action plan created for this assignment was done only in part. While I did ask for rough drafts to be turned in, I did ...

Outc. 4: Demonstration of understanding of the variety of styles of humor and the methods for presenting humor
Students will demonstrate an understanding of the variety of styles of humor and the methods for presenting humor.

Relevant Associations:

Standard Associations

SACSCOC 2012* Principles of Accreditation
2.7.1 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. ... (Program Length)
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2.7.3 In each undergraduate degree program, the institution requires the successful completion of a general education component at the collegiate level that (1) is a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. ... These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/ mathematics. ... (General Education)
2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. ... the institution demonstrates that it controls all aspects of its educational program. (See Commission policy "Core Requirement 2.7.4: Documenting an Alternate Approach.") (Course work for Degrees)
3.3.1.1 educational programs, to include student learning outcomes
3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (College-level competencies)
4.2 The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. (Program curriculum)

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

4.2 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

5.1 Students will utilize appropriate models, systematic methods, and concepts such as the scientific method to solve problems.

5.2 Students will demonstrate the ability to evaluate observations, inferences, or relationships in works under investigation.

6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

7.3 Students will articulate an understanding of major forces and events, influences, or ideas that have shaped history and society.

8.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

8.3 Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world.

9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

M 4: Measurement by a rubric evaluating the content and evaluation components of a portfolio (Spring 2014/Drye)

Students will be measured by a rubric evaluating the content and evaluation components of a portfolio they will create from gathered and evaluated examples of humor from different media including, but not limited to books, web sites, videos, jokes, and cartoons. (Spring 2014/Drye)

Source of Evidence: Portfolio, showing skill development or best work

Target:

Eighty percent of students will earn 80% or better on the content and evaluation sections of a portfolio of gathered and evaluated examples of humor from different media including, but not limited to books, web sites, videos, jokes, and cartoons. (Spring 2014/Drye)

Finding (2015-2016) - Target: Met

In COMM 3500-01, a traditional class taught on the Dalton State main campus during Spring Semester 2016, 16 of 19 students (84%) scored at 80% or higher on the portfolio assignment. Seventeen of nineteen students (89%) turned in portfolios. The one student who turned in a portfolio who did not achieve a score of 80% scored a 78% and lost points for missing entries. Students were frequently reminded to do the work along and checkpoints were conducted. Acting upon last year's action plan I required the students to meet deadlines for individual sections of the portfolio rather than simply turnnig in the finished product at the end. This did increase the success rate. The target was met. Drye/Spring 2016

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Portfolio Action Plan
Established in Cycle: 2012-2013
While all students completed this project, it was not the strongest area of their work. This is likely due to students procrasti...

Portfolio improvement
Established in Cycle: 2013-2014
Making the portfolio smaller and connecting points with the checkpoints will be considered.

Portfolio Action Plan
Established in Cycle: 2014-2015
Students tend to put this assignment off until the very last minute. This could be addressed by requiring the assignment to be c...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Abstract Action Plan

Students did very well with this assignment. The assignment is designed to help students engage in research for a specific topic and to find specific, relevant scholarly literature for that topic. Typically students did not determine their topic until they had completed a few abstracts. This is a positive in regard to helping them narrow their focus, but a negative in utilizing specific articles for the research paper, to which this assignment is connected. This will need to be addressed.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):
    Measure: Measurement by rubrics evaluating the content components of evaluated abstracts of scholarly literature (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of a clear understanding of

humor as a communication device

Implementation Description: It will be likely helpful to reduce the number of references needed for the research paper so that the first few abstracts can be used to get them used to the process and to narrow their topic.
Responsible Person/Group: Jerry Drye

Final Exam Action Plan

The current approach seems to be successful. This, and previous, iterations of the course found most to all students completing the course well capable of applying the theories and concepts learned in class to real world scenarios presented in the final exam. While there may always be students who fail to complete the course, perhaps greater retention strategies would help in the future. In this case there was one student who failed to complete the course, and subsequently did not take the final exam. This student was given a number of progress reports through the early warning system and personal emails from the instructor. Additionally I reported the student's lack of progress to his advisor. I will include those strategies in the future and perhaps intensify direct contact via face to face and/or telephone conferences and letters with at risk students.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by a rubric evaluating communication theory and humor theory components (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of an understanding of various communication and humor theories

Implementation Description: As noted earlier, the current process is effective but more direct contact with at risk students might be helpful in retaining them. I will institute more frequent check points and update students on progress more often. Earlier and more frequent use of the early warning system and contact with student's advisors could prove efficacious.
Responsible Person/Group: Jerry Drye

Portfolio Action Plan

While all students completed this project, it was not the strongest area of their work. This is likely due to students procrastinating on this project. Steps to encourage completion of the work throughout the semester will be needed.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by a rubric evaluating the content and evaluation components of a portfolio (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of understanding of the variety of styles of humor and the methods for presenting humor

Implementation Description: Rather than have the entire portfolio turned in at the end, different due dates for the various sections will be added.
Responsible Person/Group: Jerry Drye

Research Action Plan

Students were assigned a research paper on a topic of their choice which connected communication with humor in a cognate area. While the target was met and students did very well generally on the assignment, there could be areas of improvement. Students were assigned scholarly articles, and reports/abstracts on said articles over the course of the semester. While they kept up with these assignments, many students did not synthesize the research until very close to the due date. It will be helpful to get students to complete the work as they go.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by a rubric evaluating the content and analysis components of a research paper (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of a significant understanding of humor in a specific cognate area of communication

Implementation Description: Graded rough drafts could be added during the semester to help students keep up with the work.
Responsible Person/Group: Jerry Drye

Abstract Enhancement

The current approach is largely successful and will be continued. It may prove fruitful to assign less abstracts and give students a bit more time to consider the topic they want to investigate.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by rubrics evaluating the content components of evaluated abstracts of scholarly literature (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of a clear understanding of humor as a communication device

Implementation Description: I will consider assigning less abstracts and not requiring them until final research topic selection is made.
Responsible Person/Group: Jerry Drye

Final exam action plan

As previously reported, the current approach to the final exam is highly successful. Attention throughout the semester to students with little upper division experience may improve the results even more.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating communication theory and humor theory components (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of an understanding of various communication and humor theories

Implementation Description: I will continue the current approach with new attention to lesser prepared students.
Responsible Person/Group: Jerry Drye

Portfolio improvement
Making the portfolio smaller and connecting points with the checkpoints will be considered.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
    Measure: Measurement by a rubric evaluating the content and evaluation components of a portfolio (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of understanding of the variety of styles of humor and the methods for presenting humor

Implementation Description: I will consider making the portfolio smaller and connecting grade points with the checkpoint dates.

Research Checkpoints
The approach of having checkpoints and examining rough drafts proves to be effective. This practice will be continued.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
    Measure: Measurement by a rubric evaluating the content and analysis components of a research paper (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of a significant understanding of humor in a specific cognate area of communication

Implementation Description: I will continue with the checkpoints and rough drafts.
Responsible Person/Group: Jerry Drye

Portfolio Action Plan
Students tend to put this assignment off until the very last minute. This could be addressed by requiring the assignment to be completed in sections with different due dates for each section.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
    Measure: Measurement by a rubric evaluating the content and evaluation components of a portfolio (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of understanding of the variety of styles of humor and the methods for presenting humor

Implementation Description: I will have the assignment divided into sections with individual due dates for each one.
Responsible Person/Group: Jerry Drye

Research Paper Action Plan
This target was not met in part because of the high number of students in the class who lacked the demonstrable ability to do upper level course work. Part of the problem relates to the high number of missed class days and the family emergency which kept the instructor out of a week of classes. Some of the issues related to not being able to check on rough drafts as hoped because of the high number of missed days. The action plan will include an increased emphasis on a rough draft and on the APA writing workshop.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
    Measure: Measurement by a rubric evaluating the content and analysis components of a research paper (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of a significant understanding of humor in a specific cognate area of communication

Implementation Description: The rough draft will come with a hard deadline in the future. It will have points attached to it to encourage completion of the draft by the due date. Additionally, I will work with the embedded librarian to enhance the in class writing workshop we do for the students.
Responsible Person/Group: Jerry Drye

Research Paper Plan
The last action plan created for this assignment was done only in part. While I did ask for rough drafts to be turned in, I did not assign points to the draft. Consequently many students saw this as optional. The students who completed and turned in rough drafts tended to perform better on the final product. I will make the rough draft a mandatory, graded assignment in the future.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
    Measure: Measurement by a rubric evaluating the content and analysis components of a research paper (Spring 2014/Drye) | **Student Learning Outcome:** Demonstration of a significant understanding of humor in a specific cognate area of communication

Implementation Description: I will require students to turn in a rough draft, for which points will be assigned. They will recieve feedback on these drafts for the purpose of improving their final products.
Responsible Person/Group: Jerry Drye
Additional Resources: None

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

The assessment showed that, in general, this iteration of COMM 3500 (Humor Communication) was more successful than the previous one. This is not to say that there is no room for improvement. Specifically strengths of this term include: Better success in the portfolio (Humor in a Box) assignment. The use of hard deadlines for specific sections of the portfolio increased the success rate of the students and seemed to increase their satisfaction with the assignment. Somewhat better research papers...There is still a bit of work to do here (see below). Much better research presentations...Generally the research presentations were significantly better than last semester. Areas for Improvement Include: A better understanding of research (citing, appropriate and substantive sources, formatting, etc.). Helping students to avoid procrastination....here the graded rough draft will be helpful. Specific refreshing on presentation skills. Overall it was a very good semester. I look forward to making this an even better and more meaningful class the next time.