Dalton State College

Detailed Assessment Report
2015-2016 COMM 1100
As of: 5/16/2016 03:52 PM EDT
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Course Description

Provides a broad approach to oral communication skills including intrapersonal, interpersonal, small group, and public speaking. Presents students with an introduction to communication as a field of academic study. In addition, students will be required to demonstrate proficiency in various communication techniques, including public speaking, group presentations, and critical listening skills.

Program Outcomes

PO 1: Graduates will think critically
Graduates of associate's degree programs will think critically.

PO 2: Graduates will be competent in oral communication
Graduates of associate's degree programs will demonstrate competence in oral communication.

PO 3: Graduates will be competent in the social sciences
Graduates of associate's degree programs will demonstrate competence in the social sciences.

PO 4: Graduates will write competently
Graduates of associate's degree programs will write competently.

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

Outc. 1: Demonstration of the elements of communication studies

Students will demonstrate an understanding of the elements of communication studies as a social science.

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)

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.
3.1 Students will exhibit expertise necessary to research, organize, and present an oral report or speech.
9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

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: Demonstration of their understanding of the elements of communication studies (Spring 2014/Tucker)

Students' competence will be measured by their scores on quizzes that demonstrate their understanding of the elements of communication studies. (Spring 2014/Tucker)

Source of Evidence: Standardized test of subject matter knowledge

Target:

Seventy percent of students will earn an average of 70% or higher on the quizzes. (Spring 2014/Tucker)

<u>Finding (2015-2016) - Target: <u>Met</u></u>
COMM1100: Human Communication was taught face-to-face at Dalton State College in Fall 2015. Original enrollment was 24 students and final enrollment was 21 students. Two (2) students (.08%) withdrew during the term and one (1) student (.04%) was purged for non-payment of tuition. Of the remaining 21 students, 19 (90%) remained actively engaged in the course; two (2), or 10%, stopped participating after the second exam. Regarding the exams, four (4) unit and one (1) cumulative final were administered during the term. For Exam One, 71% (15/21) of students earned a 70% or above; 29% (6/21) earned below 70%. For Exam Two, 71% (15/21) of students earned a 70% or above; 29% (6/21) earned below 70%. For Exam Three, 84% (16/19) of students earned a 70% or above; 16% (3/19) earned below 70%. For Exam Four, 89% (17/19) of students earned a 70% or above; 11% (2/19) earned below 70%. For the Final Exam, 89% (17/19) of students earned a 70% or above; 11% (2/19) earned below 70%. The mean scores for each exam were as follows: Exam One = 77%, Exam Two = 77%, Exam Three = 79%, Exam Four = 81%, and the Final Exam = 83%. The mean score for all five exams = 80%.

Exams contained a combination of multiple choice, matching, and/or true-false statements. The following materials were covered on each exam: Exam One, chapters 1 - 3; Exam Two, chapters 4 - 6; Exam Three, chapters 7 - 10; Exam Four, chapters 11 -12, 14; Final Exam, all materials from the previous exams plus chapters 14 - 15. I found that segmenting and labeling the test materials by chapter helped to improve students' comprehension and performance on the exams, beginning with Exam Three.

Overall, students did well on the tests and improved as the semester progressed. In part, this is because two (2) students who typically performed very poorly on the exams dropped the course and, starting with Exam Three, I began to organize and label the exam questions according to the chapters being tested to assist students with question comprehension and content recall. Additional factors that may have contributed to a minority of students performing below the 70% cutoff on one or more exams include: 1) not purchasing the textbook, 2) needing time to adjust to the exams themselves and how I ask questions, and 3) not sufficiently preparing for the exams (i.e., procrastinating). Although the syllabus advises students who score below 70% to consult with me concerning ways to improve their performances, no one did. Moving forward, I will continue to implement the aforementioned organizational and segmentation structure on all exams as part of the action plan for future offerings. One observation that a few students made, and I tend to agree with, is that there are too many exams, which interrupts the flow of the course. In the future, I would consider reducing the number of unit tests from four to three while maintaining the cumulative final. (Fall 2015/Tomasello).

> ### <u>Related Action Plans (by Established cycle, then alpha):</u>
> For full information, see the *Details of Action Plans* section of this report.
>
> **Emphasize importance of attendance**
> *Established in Cycle:* 2012-2013
> Since the nine students who successfully earned 70% or higher on the quizzes/tests were the ones that regularly attended class, ...
>
> **Create learning guides and revise tests for enhanced clarity of questions**
> *Established in Cycle:* 2013-2014
> Although the target was met, an average grade across the semester of 79.3% is not particularly good. On Tests 2, 4, and 5 I pro...
>
> **Exam structure and number**
> *Established in Cycle:* 2015-2016
> Continue to organize and segment all exams according to chapter materials in an attempt to improve student comprehension of ques...

Outc. 2: Demonstration of understanding of the leading theories

Students will demonstrate an understanding of the leading theories of how the communication process works.

<u>Related Measures</u>

M 2: Measurement by the content and structure components of a rubric evaluating a speech (Spring 2014/Tucker)

Students' competence will be measured by the content and structure components of a rubric evaluating a speech that they will write and present to demonstrate an understanding of how to communicate thoughts and ideas effectively, incorporating elements such as a clear introduction of the topic (including a thesis statement), 2-5 main points, and conclusion. (Spring 2014/Tucker)

Source of Evidence: Presentation, either individual or group

> **Target:**
> Seventy percent of students will earn a 70% or higher on the speech. (Spring 2014/Tucker)
>
> <u>Finding (2015-2016) - Target: <u>Met</u></u>
> COMM1100: Human Communication was taught face-to-face at Dalton State College in Fall 2015. Original enrollment was 24 students and final enrollment was 21 students. Two (2) students (.08%) withdrew during the term and one (1) student (.04%) was purged for non-payment of tuition. Of the remaining 21 students, 19 (90%) remained actively engaged in the course; two (2), or 10%, stopped participating after the second exam. Regarding the individual component of the group project in which each student delivered a 5-minute presentation covering either a specific communication process or a communication career, 100% (19/19) earned a 70% or above. The mean score for this component was 86%; the mean score for the Group Project as a whole was 88%. Students were randomly assigned to a group and a general topic (communication processes or communication careers) and instructed to select a specific process or career, research the topic (including at least three credible, documented outside sources formatted in APA style), create an outline and a PowerPoint slide, and deliver a 5-minute speech in a panel format with their other group members on an assigned date. Groups were also instructed to select and agree upon common elements that each presentation would have in common in order to present the information consistently; this instruction in particular seemed to help students a great deal with coordinating their group efforts and organizing their individual work. Overall, the individual performances were very good, and I was quite delighted by this. The main weakness concerned students running over or under time, and this aspect of the delivery can be

emphasized more in future offerings. (Fall 2015/Tomasello).

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

> #### Continue providing examples of speeches
> *Established in Cycle:* 2012-2013
> Since all the students who completed the assignment earned a 70% or higher, I will continue to do what I have been doing for thi...

> #### Include component on public speaking and introduce earlier in semester
> *Established in Cycle:* 2013-2014
> In an attempt to not be repetitive of a class the students had (supposedly) already passed, I was somewhat negligent in teaching...

> #### Emphasize time awareness
> *Established in Cycle:* 2014-2015
> The next time I teach COMM 1100, I think that to increase the number of students who are successful in completing the speech ass...

Outc. 3: Demonstration of working with others to develop and deliver a message
Students will demonstrate the ability to work with others collaboratively to develop and deliver a message to an audience through group presentations.

Related Measures

M 3: Evaluation of a group project/presentation that demonstrates or explains some facet of communication (Spring 2014/Tucker)

Students' competence will be scored by their grades on the collaboration and communication sections of a rubric that evaluate a group project/presentation that demonstrates or explains some facet of communication. (Spring 2014/Tucker)

Source of Evidence: Project, either individual or group

Target:
Seventy percent of students will earn a 70% or higher on the presentation. (Spring 2014/Tucker)

Finding (2015-2016) - Target: Met
COMM1100: Human Communication was taught face-to-face at Dalton State College in Fall 2015. Original enrollment was 24 students and final enrollment was 21 students. Two (2) students (.08%) withdrew during the term and one (1) student (.04%) was purged for non-payment of tuition. Of the remaining 21 students, 19 (90%) remained actively engaged in the course; two (2), or 10%, stopped participating after the second exam. Regarding the group portions of the Group Project, which included separate evaluations of overall group performance and peer evaluations, 100% (19/19) scored 70% or above in each category. The mean score for overall group performance was 92%, and the mean score for overall ratings by peers was 93%. Group performance was assessed in terms of how well the group members were observed: 1) cooperating with each other during three in-class workshop sessions, 2) coordinating their efforts with one another during their panel session, and 3) effectively using the in-class meeting sessions to coordinate their efforts within and across the other groups (e.g., duplicate topics were not permitted, which required groups to communicate between themselves) and to make important decisions regarding the main components/structure of their presentations as well as finalizing the look of each group's collective PowerPoint slide show. Peer ratings were based on three criteria concerning the quality of an individual's: 1) contributions to the group content, 2) attitude in and towards the group, and 3) attendance at group meetings. Overall, I was very impressed by how well and professionally the students worked with one another in their groups; it was a very positive experience and many commented on this in their peer evaluations. The main weakness was that one group had two members who were not fully prepared at the start of the class. For future offerings, I will emphasize the importance of being ready to go as soon as class begins regardless of when the group is scheduled to present. (Fall 2015/Tomasello).

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

> #### Assist students in finding pages to update
> *Established in Cycle:* 2012-2013
> Since this group activity proved to be highly successful and engaging for the students, there is not much I would do differently...

> #### More controls on group presentation; emphasize outlining
> *Established in Cycle:* 2013-2014
> As outlined in the action plan for Outcome 2, I will (a) introduce the project earlier, as in the sixth week or earlier; (b) spe...

Outc. 4: Demonstration of the ability to use critical and empathetic listening skills
Students will demonstrate the ability to use critical and empathetic listening skills as part of the communication process.

Related Measures

M 4: Measurement by performance scores on a rubric evaluating an assignment (Spring 2014/Tucker)
Students' competence will be measured by performance scores on a rubric evaluating an assignment requiring them to use critical and empathetic listening skills to answer questions provided by the instructor, either from a speaker in class or from a video. (Spring 2014/Tucker)

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Seventy percent of students will earn a 70% or higher on the assignment. (Spring 2014/Tucker)

Finding (2015-2016) - Target: Met

COMM1100: Human Communication was taught face-to-face at Dalton State College in Fall 2015. Original enrollment was 24 students and final enrollment was 21 students. Two (2) students (.08%) withdrew during the term and one (1) student (.04%) was purged for non-payment of tuition. Of the remaining 21 students, 19 (90%) remained actively engaged in the course; two (2), or 10%, stopped participating after the second exam. Regarding the listening exercise, this assignment took place in class and was noted on the course calendar. Of the 17 students out of the 21 (81%) who were present, 88% (15/17) earned 70% or above on the assignment; 12% (2/17) earned below 70%. The mean score for the assignment was 87%. The exercise involved listening to a communication conflict scenario that the instructor read aloud to the class and then answering several questions (also read aloud) about the scenario. After the assignment was completed, students indicated via class discussion that the exercise helped them to understand firsthand how challenging it is to actively listen for sustained periods of time and that they could all improve in this area. Overall, students did well on the assignment, with 30% (5/17) scoring 100%. Of the two who earned below 70%, one student was involved in a side conversation during the exercise; I don't consider this a weakness but rather a positive learning moment for that individual. The only aspect of the assignment that I might change is to add a second scenario and listening quiz to further challenge students' listening abilities. (Fall 2015/Tomasello).

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

More in-class exercises
Established in Cycle: 2012-2013
One of the things that helped prime the students for successfully completing this assignment were in-class exercises that helped...

Refine listening exercises
Established in Cycle: 2013-2014
Although the target was met and the exercise seemed to be enjoyed by the students, I would like to tweak it in the following way...

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

Assist students in finding pages to update
Since this group activity proved to be highly successful and engaging for the students, there is not much I would do differently. One comment that several students made after the assignment was that they had some difficulty finding a Wikipedia page that met the requirements of the assignment. In the future, I will endeavor to present students with a list of pages that they can choose from if they cannot find a page to update on their own.

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

Relationships (Measure | Student Learning Outcome):
        Measure: Evaluation of a group project/presentation that demonstrates or explains some facet of communication (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of working with others to develop and deliver a message

Implementation Description: Type up and pass out a list of Wikipedia topics/pages that students can update as part of this assignment.
Responsible Person/Group: Dr. Kris Barton

Continue providing examples of speeches
Since all the students who completed the assignment earned a 70% or higher, I will continue to do what I have been doing for this assignment. I think the most useful thing I did this past semester was to incorporate a number of example speeches for them to watch that allowed them to see how all the elements of a speech should sound. I will continue to do this and possibly include more examples in the future.

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

Relationships (Measure | Student Learning Outcome):
        Measure: Measurement by the content and structure components of a rubric evaluating a speech (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of understanding of the leading theories

Responsible Person/Group: Dr. Kris Barton

Emphasize importance of attendance
Since the nine students who successfully earned 70% or higher on the quizzes/tests were the ones that regularly attended class, I will be sure to emphasize the importance of being in class the next time I teach COMM 1100. The lectures serve to reinforce the material from the textbook and allow the students to ask questions about concepts or issues that they may not completely understand.

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

Relationships (Measure | Student Learning Outcome):
        Measure: Demonstration of their understanding of the elements of communication studies (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of the elements of communication studies

Responsible Person/Group: Dr. Kris Barton

More in-class exercises
One of the things that helped prime the students for successfully completing this assignment were in-class exercises that helped the students become better listeners. The exercises forced students to be attentive to a speaker and listen specifically for details. I think that in the future I will incorporate more of these exercises since they seemed to be very effective and enjoyable for the students.

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

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by performance scores on a rubric evaluating an assignment (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of the ability to use critical and empathetic listening skills

Responsible Person/Group: Dr. Kris Barton

Create learning guides and revise tests for enhanced clarity of questions

Although the target was met, an average grade across the semester of 79.3% is not particularly good. On Tests 2, 4, and 5 I provided detailed study guides; I did not do that for Tests 1 and 3, and the scores seemed to indicate that not doing so was detrimental. The material is somewhat theoretical as well. This was my first time teaching the course in this manner, and I plan to teach it again Spring 2015. I wish to revise tests to aim for better clarity, create learning guides for all tests, and do some "focus group" work with the students to see how they are interpreting sample questions. This might give me some input ahead of time as to what concepts and vocabulary they do not understand (which is often the case). I depended largely on the textbook test bank for questions, and that approach may need consideration as well. (B. Tucker/Spring 2014)

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

Relationships (Measure | Student Learning Outcome):
> **Measure:** Demonstration of their understanding of the elements of communication studies (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of the elements of communication studies

Implementation Description: Revise tests for clarity and create learning guides
Projected Completion Date: 05/2015
Responsible Person/Group: Barbara Tucker
Additional Resources: None

Include component on public speaking and introduce earlier in semester

In an attempt to not be repetitive of a class the students had (supposedly) already passed, I was somewhat negligent in teaching good public speaking skills. I introduced the group project the day after midterm break, and gave them time in class to discuss topics and approaches. So far, so good. I think they had sufficient time to work on the speeches (six weeks), but the problem came with a crunch time at the end of the semester. For the next time I teach this course, I will (a) introduce the project earlier, as in the sixth week or earlier; (b) spend at least two class periods on what constitutes a well-presented and thought-out class presentation; (c) require the presentations to be done prior to the last week of classes; and (d) require the outlines earlier and micromanage the process. I gave the students too much leniency in the process, and their personalities got the best of them. Although the word "snow" probably appears all over these WEAVE assessments, we did get three days behind and never fully recovered. (B. Tucker/Spring 2014)

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

Relationships (Measure | Student Learning Outcome):
> **Measure:** Measurement by the content and structure components of a rubric evaluating a speech (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of understanding of the leading theories

Implementation Description: I will (a) introduce the project earlier, as in the sixth week or earlier; (b) spend at least two class periods on what constitutes a well-presented and thought-out class presentation; (c) require the presentations to be done prior to the last week of classes; and (d) require the outlines earlier and micromanage the process.
Projected Completion Date: 01/2015
Responsible Person/Group: Barbara Tucker
Additional Resources: None

More controls on group presentation; emphasize outlining

As outlined in the action plan for Outcome 2, I will (a) introduce the project earlier, as in the sixth week or earlier; (b) spend at least two class periods on what constitutes a well-presented and thought-out class presentation; (c) require the presentations to be done prior to the last week of classes; and (d) require the outlines earlier and micromanage the process. What I found is that the students did not know how to do a correct extemporaneous outline for a speech. Again, assuming knowledge they should have had but did not, on my part. The outlining step was a big reason for the low grades on this assignment, so I will spend at least a class on proper outlining and structural elements of a speech, as I would in COMM 1110. (B. Tucker/Spring 2014)

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

Relationships (Measure | Student Learning Outcome):
> **Measure:** Evaluation of a group project/presentation that demonstrates or explains some facet of communication (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of working with others to develop and deliver a message

Implementation Description: I will spend at least a class on proper outlining and structural elements of a speech.
Projected Completion Date: 02/2015
Responsible Person/Group: Barbara Tucker
Additional Resources: None

Refine listening exercises

Although the target was met and the exercise seemed to be enjoyed by the students, I would like to tweak it in the following ways: Add more accountability to the interpersonal listening exercise (a score rather than just participation); add a reflective piece to the exercises; choose two different Ted Talks and compare how they listen to one versus another. (B. Tucker/Spring 2014)

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

Relationships (Measure | Student Learning Outcome):
      Measure: Measurement by performance scores on a rubric evaluating an assignment (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of the ability to use critical and empathetic listening skills

Implementation Description: Refine listening exercises by adding accountability and reflection and an additional Ted Talk.
Projected Completion Date: 02/2015
Responsible Person/Group: Barbara Tucker
Additional Resources: None

Emphasize time awareness

The next time I teach COMM 1100, I think that to increase the number of students who are successful in completing the speech assignment I will spend more time stressing the importance of time. Students were allocated a -3 point penalty for each 1-15 seconds they were under or over the 4-6 minute time limit. The reason for this is so the students can learn to gauge their speaking rate and mannerisms and be able to properly present for an allotted time. This is a skill that is vital in many businesses, since, as I explain to them, when a future employer asks for a 5 minute presentation, they do not want a 2- or 10-minute presentation. To this end I will continue to emphasize the need to practice at home and for the students to time themselves as they do so.

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

Relationships (Measure | Student Learning Outcome):
      Measure: Measurement by the content and structure components of a rubric evaluating a speech (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of understanding of the leading theories
Responsible Person/Group: Dr. Kris Barton
Additional Resources: None

Exam structure and number

Continue to organize and segment all exams according to chapter materials in an attempt to improve student comprehension of questions and recall of material. Consider reducing the number of unit tests from four to three while maintaining the cumulative final, into to improve the flow of the course.

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

Relationships (Measure | Student Learning Outcome):
      Measure: Demonstration of their understanding of the elements of communication studies (Spring 2014/Tucker) | **Student Learning Outcome:** Demonstration of the elements of communication studies

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.

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STRENGTHS: All learning outcome targets were met. The students worked well together throughout the term and, in general, attendance was very good. Most class periods included an activity that encouraged students to engage with concepts covered in the readings and instructor presentations that were first discussed in small groups and then by the class a whole. I think the early formation of connections between the students during these activities formed the basis for them working so well together in the Group Project and may have contributed to their regular attendance in an 8 a.m. class. On the last day of class, I asked students to discuss in groups aspects of the course that worked well along with aspects that could be improved. Many indicated that they highly valued the practical application of what they learned in the class to their personal and professional lives, and that many were already applying many of the course concepts to their lives.

LIMITATIONS
The course presentations weren't as dynamic as they could have been. Teaching the course for the first time, and overcommitting myself with two new course preps, resulted in needing to focus on covering the basics from the textbook. In future offerings, I will expand the coverage to material outside of the textbook.

IMPROVEMENTS
1) Segment and organize all exams by chapter content to improve student comprehension and recall and 2) expand coverage of instructor presentations beyond the textbook material. (Fall 2015/Tomasello).