

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Communication (new)	220	COM 220 05/11/2023- Small Group Communication
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Communications, Media & Theatre Arts (new)
Faculty Preparer		Myron Covington
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?

No

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

3.

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

5.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Articulate common and current theories and principles of group communication.

- Assessment Plan
  - Assessment Tool: Group observation checklist
  - Assessment Date: Winter 2026
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Checklist and rubric

- Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
- Who will score and analyze the data: Departmental faculty

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
11	10

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.

Students withdrew from the class.

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.

This class was offered face-to-face.

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

This outcome was assessed using part of a weekly assignment in which each student/group member was to observe each other and their group role and engagement. This process was done through Activity #3: Are You a Team Player? Self/Group Assessment Checklist. Students first reflected on themselves personally through a series of 36 questions. Students then discussed their results and observations with each other during their weekly meetings. It was scored by averaging each category: Humble, Hungry, Smart. Each category had a maximum score of 18.

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

Anything above a 14 was considered a strong indicator of a successful understanding of this metric. The results are as follows from the checklist:

Humble: 15.4 was the average score. 9/10 students (90%) scored 14 or higher.

Hungry: 14.1 was the average score. 6/10 students (60%) scored 14 or higher.

Smart: 15.8 was the average score. 9/10 students (90%) scored 14 or higher.

The highest-weighted category on the checklist was Smart. The standard was met.

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

Two strengths in student achievement here were...

1. The ability to recognize small group theories in a group setting
2. The ability to self-reflect and critique each other in an effort for group cohesion

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.

Some areas of improvement would be...

1. The ability to work through difficult conversations with their group members
2. The ability to have greater self-disclosure with each other

I will continue to mention and teach the value of open dialogue.

Also, I will be changing the standard of success to a score of 75%. A score of 14 is a good indication of understanding with this tool, but the current standard of 70% would be 13/18, so we'll change it to 75%, as 14/18 would meet that score.

Outcome 2: Recognize roles members play in group interactions through a Capstone Project.

- Assessment Plan
  - Assessment Tool: Self-reflection journal entries
  - Assessment Date: Winter 2026

- Course section(s)/other population: All
- Number students to be assessed: All
- How the assessment will be scored: Rubric
- Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
- Who will score and analyze the data: Departmental faculty

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
11	10

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.

Students withdrew from the class.

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.

This class was offered face-to-face.

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

Direct observation and individual performance assessment were the tools used.

This came in three (3) parts:

1. Oral presentation with individual Q & A
2. Task research
3. Task final product and solution

Scoring was done based upon full completion of assignments, grading of past journals throughout the semester, and looking for 'cohesive' reflection/terminology, direct observation, and scoring and presentation of data.

While the students do prepare for their presentation using self-reflection journals, their presentation is where they actually demonstrate what they have learned, and is therefore a better tool for assessment. We'll be changing the assessment tool for this outcome to "Group presentation capstone project".

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

All students scored in the 90-100 range, so 10/10 students (100%) scored above 70%. This demonstrated a high level of group cohesion and the recognition of group roles through practice.

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

Strengths include...

1. Being able to self-reflect on individual roles and responsibilities in groups
2. Being able to recognize the roles of others in small group settings
3. Being able to demonstrate proper group dynamic behaviors

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.

Perhaps next time, consider an updated checklist more reflective of the current professional cultural trends.

Outcome 3: Recognize the norms which function to control individual behavior in groups.

- Assessment Plan
  - Assessment Tool: Outcome-related multiple-choice questions
  - Assessment Date: Winter 2026
  - Course section(s)/other population: All

- Number students to be assessed: All
- How the assessment will be scored: Answer key
- Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
- Who will score and analyze the data: Departmental faculty

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
11	10

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.

Students withdrew from the class.

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.

This class was offered face-to-face.

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

All students took a multiple-choice final exam. I then referenced the final exam answer key and scored the exam questions.

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  
 10/10 students (100%) scored above 70%, so the standard of success was met. The student average was 94%. Students achieved a higher standard than anticipated which demonstrates a complete understanding of norms related to groups.

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

Two areas that stand out from the assessment results were...

1. Students have a strong command and understanding of the six (6) main concepts of small group communication. This was clearly demonstrated through the mastery of the exam
2. Strong group collaboration and preparation showed a strong sense of community.

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.

One opportunity for improvement would be more group prep time closer to the exam. Students were still able to overcome this.

Outcome 4: Apply group problem-solving and decision-making techniques to small group tasks.

- Assessment Plan
  - Assessment Tool: Group portfolio project
  - Assessment Date: Winter 2026
  - Course section(s)/other population: All
  - Number students to be assessed: All
  - How the assessment will be scored: Departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of students will score 70% or higher.
  - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2023	

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

# of students enrolled	# of students assessed
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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.

Students withdrew from the class.

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.

This class was offered face-to-face.

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

The portfolio project required the execution of two (2) parts:

- Part A: Group puzzle speech
- Part B: Group Public Service Announcement Assignment

The portfolio project was scored by rubric. Students took the following steps:

- Preparation worksheets
- Oral presentation
- Creation of a video

I graded each of these according to the rubric and recorded the final scores.

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

Part A: Group puzzle speech = 91.5%

Part B: Group Public Service Announcement Assignment: 82.5%

10/10 students (100%) scored above 70% for this outcome. The students did achieve the learning outcome here but unfortunately, part B shows the higher need for improvement. Despite this, the standard of success was met.

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 show an understanding of identifying a problem, analyzing the causes, and forming a solutions-based approach based on group research.

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.

We will continue using this project in this course. Verbal and written feedback from students suggested they enjoyed the challenge of this assignment and the intentional 'constraints' that allowed them to learn from their experiences.

### 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.

N/A, this is the first assessment of this course.

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?

This course is part of the MTA and directly transfers to many institutions. By offering this course we align more with other Michigan community colleges. It made sense to create and offer this class, and so far it's proving to be popular and useful due to transferability.

Students can take an additional course that focuses on small group leadership. This course positions students to leverage their abilities in future academic and professional settings which is part of a universal trend to keep our students competitive in a global market.

The one thing that surprised me was that students were more hesitant to directly confront conflict in group settings.

Over time, the students became acclimated to the group culture and came to learn the value of intergroup dynamics and interpersonal relationships. This was highly beneficial to students who may go on to a customer-facing career.

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

This was a collaborative approach with each other in the department with this course.

In previous years, our department identified the value of such a course thus,

setting the way towards the creation.  
 More information will be shared with our department in the Fall.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	<p>For all outcome tools, I will be changing the standard of success to a score of 75%.            For outcome 2, I will be changing the tool to "Group presentation capstone project".</p>	<p>For outcome 1, a score of 14/18 is a good indication of understanding with this tool, but the current standard of 70% would be 13/18. To bring the standard in line with the tool, and to ensure that all standards for all outcomes are consistent, we'll change it to 75%. The standards will all be: 70% of students will score 75% or higher.</p> <p>For outcome 2, the presentation project is a better assessment tool vs. the journal entries.</p>	2024
Other: Assessment population	Increase assessment population	<p>In order to generate more dependable data for assessment, we will be increasing the number of students assessed. All sections will be represented, with at least a significant sampling of students from each.</p>	2024

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

6.

### III. Attached Files

[Support for Outcome #1](#)  
[Outcome #2 Support](#)  
[Outcome #3 Support](#)  
[Outcome #3 Support Part B](#)  
[Outcome #3 Support Part C](#)  
[Outcome #3 Support Part D](#)  
[Outcome #3 Support Part G](#)  
[Outcome #3 Support Part E](#)  
[Outcome #3 Support Part F](#)  
[Outcome #4 Support](#)  
[Outcome #4 data](#)  
[Outcome #2 Data](#)  
[Rubrics for outcomes #2 and #4](#)

**Faculty/Preparer:** Myron Covington **Date:** 07/18/2023  
**Department Chair:** Allison Fournier **Date:** 07/19/2023  
**Dean:** Victor Vega **Date:** 07/31/2023  
**Assessment Committee Chair:** Jessica Hale **Date:** 10/23/2023