

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Communications	155	COM 155 05/16/2016- Scriptwriting for Broadcast Arts
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Humanities	Dena Blair
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Construct various written productions for broadcast air.

- Assessment Plan
 - Assessment Tool: Commercial
 - Assessment Date: Fall 2013
 - Course section(s)/other population: all
 - Number students to be assessed: 50% of the population if two or more sections are running. All of the population if one section is running.
 - How the assessment will be scored: Script will be scored using a departmentally-developed rubric.
 - Standard of success to be used for this assessment: Success for this assessment will be defined as an overall average score of 70%.
 - Who will score and analyze the data: Instructors (not teaching the assessed course) within the department will score and analyze the data for assessment.

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)
2015		

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

# of students enrolled	# of students assessed
18	14

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.

Only 14 of the 18 registered students completed this assessment due to withdrawals.

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 students were assessed.

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

A departmentally-developed rubric, worth 50 points is used to assess a student's understanding of the construction of an on-air script. Students are asked to conceptualize, create and complete a commercial script for on-air use. Productions will include the purpose and mood of the script, potential music choices, sound effects and vocal qualities. Success for this assessment is defined as an overall average score of 70%.

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 overall average score was 91%. The students met and exceeded the standard of success for this outcome and tool.

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

Students showcased strength in the conceptualizing of ideas and the writing of scripts for broadcast. They were especially strong in the selection of elements (music, SFX and VO) for the scripts.

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.

As the standard of success was met, there are no improvement identified at this time.

Outcome 2: Develop script ideas into potential programs.

- Assessment Plan
 - Assessment Tool: Pitch (presentation)
 - Assessment Date: Fall 2013
 - Course section(s)/other population: all
 - Number students to be assessed: 50% of the population if two or more sections are running. All of the population if one section is running.
 - How the assessment will be scored: Pitch presentation will be scored using a departmentally-developed rubric.
 - Standard of success to be used for this assessment: Success for this assessment will be defined as an overall average score of 70%.
 - Who will score and analyze the data: Instructors (not teaching the assessed course) within the department will score and analyze the data for assessment.

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)
2015		

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

# of students enrolled	# of students assessed
18	13

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.

Only 13 of the 18 registered students completed this assessment due to withdrawals and absences.

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 students were assessed.

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

A departmentally-developed rubric, worth 100 points, is used to assess a student's ability to develop script ideas and pitch the ideas as potential programming. Students are asked to develop ideas into a potential, on-air production. A script is created, based on the developed programming concept and presented, in class, to the 'client' for potential adoption into on-air programming. Productions could include radio shows, TV shows, and commercial campaigns. Success for this assessment is defined as an overall average score of 70%.

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 overall average score was 90%. The students met and exceeded the standard of success for this outcome and tool.

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

Students were strong in developing ideas and articulating the script ideas to the audience.

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 types of productions the students will pitch to the audience will be redefined, to have the assignment fall in line with the current industry needs. Pitch ideas will include more radio elements (morning show ideas, weekly radio shows, summer concert series) with no focus on TV.

Outcome 3: Identify broadcast writing techniques.

- Assessment Plan
 - Assessment Tool: Departmental examination
 - Assessment Date: Fall 2013
 - Course section(s)/other population: all

- Number students to be assessed: 50% of the population if two or more sections are running. All of the population if one section is running.
- How the assessment will be scored: Broadcast writing techniques will be scored using a departmentally-developed rubric.
- Standard of success to be used for this assessment: Success for this assessment will be defined as an overall average score of 70%.
- Who will score and analyze the data: Instructors (not teaching the assessed course) within the department will score and analyze the data for assessment.

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)
2015		

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

# of students enrolled	# of students assessed
18	14

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.

Only 14 of the 18 registered students completed this assessment due to withdrawals.

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 students were assessed.

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

A departmentally-developed rubric, made up of ten true and false questions, is administered to assess a student's understanding of broadcast writing techniques. Students are asked to identify broadcast writing techniques including the following concepts: writing for the ear, attribution, exposition, gaining attention and contractions. Success for this assessment is defined as an overall average score of 70%.

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: <u>Yes</u>
The overall average score was 90%. The students met and exceeded the standard of success for this outcome and tool.

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

Students successfully identified the various broadcast writing techniques.

- 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.

As the standard of success was met, no improvements were identified at this time.

II. Course Summary and Action Plans Based on Assessment Results

- Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course is meeting and exceeding all of the needs of the students. The adjustment in pitch ideas students can choose from will allow the course to continue to meet the needs and standards within the industry.

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

This report will be shared with the instructors that teach in the Broadcast Arts program.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	The course assignment for the Pitch Presentation will be adjusted to include items students will want to be able to script	This will allow us to align ourselves more closely to industry standards.	2016

	and pitch for within the broadcasting industry.		
--	-------------------------------------------------	--	--

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

5.

III. Attached Files

- [Pitch Presentation](#)
- [Departmental Exam](#)
- [Commercial Rubric](#)
- [Assessment Data Summary](#)

Faculty/Preparer: Dena Blair **Date:** 05/16/2016
Department Chair: Allison Fournier **Date:** 05/19/2016
Dean: Kristin Good **Date:** 07/06/2016
Assessment Committee Chair: Michelle Garey **Date:** 08/30/2016