

Form 201BC: Assessment Report Form for Instructional Programs

Program CMAT Department Art and CMAT

Outcomes

- #1 Use of standard American English in speaking, writing and reading;
- #2 Students will be able to find information, evaluate it critically in terms of reliability, and use it appropriately within their own thinking and writing;
- #5 Students will be able to apply the basic methods, questions, and vocabularies of the humanities, mathematics, the natural sciences and the social studies;
- #8 Students will be able to demonstrate an understanding of the interaction of human beings, human cultures and the natural environments within which they live; and
- #11 Students will develop analytical skills, logic and reasoning.

Method of Assessment

The previously used pre- and post-test instrument was modified in Fall 2009 because the content did not address Speech General Education Criteria 1, 2, 5, 8, and 11. It was further determined that the True/False method of assessment did not address Outcomes #1, 2, and 11. Because CMAT 2030 and CMAT 1130 are ultimately performance-based courses, it was necessary that an assessment instrument be designed that evaluated the students' application of course content to task, exposed areas of weakness, highlighted strengths and revealed to the student and instructor areas that needed improvement. In Spring 2010, a standard rubric was developed to assess all five General Education Outcomes, include criteria dictated by the Illinois Transferable General Education "Communication Course Description" for C2 900 courses, as well as standard criteria for preparing oral speeches.

In Spring 2011, the standard rubric was again revised and simplified for use beginning Fall 2011. The previous rubric had many categories, which made the assessment of specific general education outcomes challenging. Therefore, our revised rubric had five specific content areas for evaluation that allowed us to more clearly address the five speech general education outcomes and the criteria dictated by the Illinois Transferable General Education "Communication Course Description." Additionally, we revised the assessment procedure to provide a more accurate measure of students' growth in the CMAT 2030 and CMAT 1130 courses.

In Spring 2012, we revisited our rubric and added a few additional items to some of the content areas with the hope of improving our assessment tool by adding even more specificity to our evaluation for use beginning Fall 2012. The rubric was further updated to reflect the recently approved revised general education outcomes also for use beginning Fall 2012. We also permanently differentiated CMAT 2030 from CMAT 1130. CMAT 2030 is the basic speech course that was once a general education requirement; it is this course that we will continue to assess.

Our current assessment method requires all speech instructors to administer two Informative Speech Assignments over the course of the semester. The first Informative Speech Assignment is due prior to midterm and the second Informative Speech Assignment is due at the end of the semester. We assess the effectiveness of the course by measuring the improvement in grades between the first informative speech assignment and the second informative speech assignment. We pay particular attention to improvement in grades in the five specific categories on the revised standardized evaluation rubric: Content and Organization, Delivery, Audience Analysis, Language Use and Written Work and Outline. This procedure enables us to gain a greater understanding of the strengths and weaknesses of the students and more succinctly identify student growth, or the lack thereof, throughout the semester.

Students should receive a passing benchmark grade of 60% (a D) or higher on the second Informative Speech Assignment and should illustrate an overall improvement in grades on the second Informative Speech Assignment.

Assessment Findings/Interpretations/Conclusion

What do the data for this year's assessment reveal?

**Spring 2012**

160 students participated in the first Informative Speech Assignment. 26.9% of the students received an A. 45.6% of the students received a B. 21.3% of the students received a C. 5.6% of the students received a D. .6% of the students received an F. 99.4% of the participating students met or surpassed the benchmark grade.

149 students participated in the second Informative Speech Assignment. 59% of the students received an A. 27.5% of the students received a B. 9.4% of the students received a C. 2.7% of the students received a D. 1.4% of the students received an F. 98.6% of the participating students met or surpassed the benchmark grade.

#### Fall 2011

226 students participated in the first Informative Speech Assignment. 29.7% of the students received an A. 38.5% of the students received a B. 20.8% of the students received a C. 5.7% of the students received a D. 5.2% of the students received an F. 94.7% of the participating students met or surpassed the benchmark grade.

221 students participated in the second Informative Speech Assignment. 51.6% of the students received an A. 30.8% of the students received a B. 14% of the students received a C. 2.7% of student received a D. .9% of students received an F. 99.1% of the participating students met or surpassed the benchmark grade.

#### Spring 2011

204 students participated in the Informative Speech Assignment. 25.9% of the students received an A. 26.5% of the students received a B. 19.6% of the students received a C. 11.2% of the students received a D. 16.8% of the students received an F. 83.3% of the participating students met or surpassed the benchmark grade.

#### Fall 2010

218 students participated in the Informative Speech Assignment. 29.82% of the students received an A, 38.99% of the students received a B, 23.39% of students received a C, 5.96% of the students received a D, and 1.83% of the students received an F. 94.92% of the students participating in the assignment met or surpassed the benchmark grade.

#### Spring 2010

141 students participated in the Informative Speech Assignment. 51.06% of the students received an A, 26.24% of the students received a B, 12.76% of the students received a C, 6.38% of the students received a D, and 3.54% of the students received an F. 96.44% of the students participating in the assignment met or surpassed the benchmark grade.

#### Fall 2009

199 students participated in the Informative Speech Assignment. 25.31% of the students received an A, 36.71% of the students received a B, 25.31% of the students received a C, 7.59% of the students received a D, and 5.06% of the students received an F. 98.16% of the students participating in the assignment met or surpassed the benchmark grade.

What does a review of the trend data show?

The trend data for Spring 2012 are as follows:

When considering the participants in both Informative Speech Assignments, we found that 72 fewer students participated in both Informative Speech Assessment Assignments than those participating in Fall 2011.

Given that our assessment methods have changed, we are using the scores from the second Informative Speech Assignment as a measurement against previous findings.

7.4% more participants received an A in Spring 2012 than those participating in Fall 2011

3.3% fewer participants received a B in Spring 2012 than those participating in Fall 2011

4.6% fewer participants received a C in Spring 2012 than those participating in Fall 2011

The same percentage of students received a D in Spring 2012 as did in Fall 2011

.5% more participants received an F in Spring 2012 than those participating in Fall 2011

In what areas do students do well?

This report shows that students consistently earned above satisfactory scores on the Audience Analysis and Content and Organization sections of the rubric.

In what areas have they not succeeded?

Given the revisions to the rubric, we are able to see that students experience some difficulty with aspects of Delivery, including usage of note cards and dress. They continue to struggle with the Written Work and Outline section. The scores on the rubric indicate some difficulty with Language Use.

Have the student learning outcomes that this instrument measures been met?

The learning objectives have been met.

Which weaknesses were identified in the course?

Most students continue to struggle with outlining and citations. There also appears to be some difficulty with pronunciation, enunciation and subject/verb agreement for some students. Some students also struggle with avoiding colloquialisms in formal speech.

What can be done to improve the weaknesses?

Instructors should refer students to the supplemental materials on outlining and citations that will be included in our new customized textbook for Fall 2012. All speech instructors should now use the online learning resource tool, MySpeechLab (access available with textbook through Pearson Publishing), to assign a required outlining assignment. Instructors should also devote more instructional time and devise additional enrichment activities to meet deficient areas.

#### Decision-making Using Findings

We revised our standardized syllabus to better reflect all the course outcomes that we wish to meet for use in Fall 2012. The common rubrics were also recently updated and adjusted to allow us to better align ourselves with the new general education outcomes. We also slightly revised our standardized assignment rubrics to ensure that the same learning outcomes are being met in each section of the CMAT 2030.

The course textbook was customized to include copies of all standardized grading rubrics and course outcomes to ensure that students have easy access to evaluation criteria at the start of each semester. The customized textbook also includes supplemental reference material on outlining and citations.

Regular semester speech instructor meetings began in Spring 2011 and continue. We use this time to strategize and determine what supplemental activities might be of benefit to the instructors. We also discuss the strengths and weaknesses of the course.

The Speech Assessment Coordinator worked with Pearson Publishing to offer a workshop this past semester that instructed teachers on how to access the online resources, including MySpeechLab, available to students and teachers through Pearson Publishing (our textbook publishers). We also become aware of the tool that we can use to create a required outlining assignment through MySpeechLab.

#### Demonstrating Improved Learning

What evidence do you have that student learning has improved? Be sure to discuss with reference to trend data.

As indicated by the trend data, it is clear that using a standardized assessment tool/standardized rubrics (embedded in course instruction and enrichment activities) and a standardized syllabus more clearly reveals to both students and instructors the specific evaluation criteria for the course. It is also apparent that having standardized rubrics available in a customized textbook proved beneficial for students.

The data reflect a marked improvement in all scores between the first and second Information Speech Assignments with a greater number of students earning an A on the second Informative Speech Assignment.

#### Publicizing Student Learning

How do you inform the public about what students learn and how well they have learned it? How do you publicize the assessment results? Indicate what data or results you will use, and also indicate the means of internal and external publication: departmental website, brochures, and other published documents or media.

As was previously mentioned, the customized textbook offers all students the opportunity to view our evaluation rubrics for the speech courses. This data will be shared internally via email to all CMAT faculty. We will also post the Speech Assessment Report on the CMAT website.

#### Accomplishments and Challenge

Identify and explain accomplishments and challenges related to the assessment plan in your department program.  
Spring 2012 Accomplishments

1. 100% compliance with administering the assessment tool in all sections of CMAT 2030.
2. The CMAT program's customization of the textbook to include supplemental materials, copies of revised rubrics and the course description and revised outcomes.
3. The workshop conducted by Pearson Publishing for speech instructors, which taught instructors how to access the many online learning resource tools available that include uploading video of speeches, requiring assignments, chapter review tests, etc. that allow them to better integrate technology into the enrichment activities.
4. The differentiation of CMAT 2030 from CMAT 1130.

#### Fall 2011 Challenges

1. We are working with instructors to ensure that all understand the importance of devoting adequate instructional time to outlining, language use and delivery. We must continue to strategize instructional methods to improve outlining. We also must discuss ways to improve language use.

Grading/Evaluation Rubric for CMAT 2030 Speeches

Excellent = **A**    Good = **B**    Satisfactory = **C**    Barely Acceptable = **D**    Unacceptable = **F**

Name: \_\_\_\_\_

<b>INFORMATIVE SPEECH : To teach others new information</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>Given Mark</b>
<b>CONTENT AND ORGANIZATION</b> <b>(GEN. ED. I: COMMUNICATION AND GEN. ED. IV: METHODS OF INQUIRY)</b> <ol style="list-style-type: none"> <li>1. Clear and appropriate general purpose statement presented</li> <li>2. Specific and well-focused thesis statement developed</li> <li>3. Credibility established through knowledge of the subject matter and research with multiple primary and/or secondary sources verbally cited</li> <li>4. Well-organized introduction, body and conclusion</li> <li>5. Effectively followed an organizational pattern when writing the speech</li> <li>6. No evidence of plagiarism was found</li> </ol>						
<b>DELIVERY</b> <b>(GEN. ED. I: COMMUNICATION AND GEN. ED. IV: METHODS OF INQUIRY)</b> <ol style="list-style-type: none"> <li>1. Maintained eye contact throughout the presentation</li> <li>2. Projected/Adjusted volume correctly for the size of the space</li> <li>3. Varied pitch, speed, tone and mood of voice</li> <li>4. Maintained strong physical stance without wandering about</li> <li>5. Incorporated gestures that enhanced the presentation</li> <li>6. Dressed appropriately for the speech presentation, considering the chosen topic and situation</li> <li>7. Displayed podium decorum</li> <li>8. Usage of note/index cards was not distracting</li> <li>9. Adhered to time constraints for the assignment</li> <li>10. Incorporated media format when presenting ideas (<b>PowerPoint required for at least one prepared speech selected by your instructor</b>)</li> </ol>						
<b>AUDIENCE ANALYSIS (GEN. ED. II: DIVERSITY AND INTERACTION)</b> <ol style="list-style-type: none"> <li>1. Analyzed the audience and chose a novel, relevant and appropriate topic for the specified demographic</li> <li>2. Effectively adapted the presentation style to the targeted audience and situation</li> <li>3. Effectively adapted the content to the targeted audience and situation</li> <li>4. Practiced ethical speech</li> </ol>						
<b>LANGUAGE USE (GEN. ED. I: COMMUNICATION)</b> <ol style="list-style-type: none"> <li>1. Effectively used standard dialect of American English to enhance the audiences' understanding of the topic</li> <li>2. Avoided colloquialisms, unless they were contextually specific</li> <li>3. Maintained subject-verb agreement throughout the presentation</li> <li>4. Enunciated words</li> <li>5. Pronounced words correctly</li> </ol>						
<b>WRITTEN WORK AND OUTLINE (GEN. ED. I: COMMUNICATION)</b> <ol style="list-style-type: none"> <li>1. Bibliography page and outline were submitted</li> <li>2. Properly formatted bibliography page, using MLA or APA formatting</li> <li>3. Citations were uniform</li> <li>4. All written work was properly constructed with complete sentences and subject-verb agreement</li> </ol>						
<b>TOTAL/OVERALL SCORE</b>						
<b>FINAL GRADE</b> (multiply total X 4 for final grade)						

**COMMENTS:**