

Form 201BC: Assessment Report Form for Instructional Programs

Program CMAT

Department English 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. The test was modified because the content did not address Speech General Education Criteria 1, 2, 5, 8, and 11 and the True/False method of assessment did not address Outcomes #1, 2, and 11. Because CMAT 203 is ultimately a *performance* based course 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. A standard rubric (see page 4) 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. After providing instruction and enrichment activities on the material contained in the rubric, each 203 instructor used the devised rubric to evaluate an Informative Speech assignment. Students should have received a passing benchmark grade of 80% (a B) or higher on the Informative Speech assignment.

Assessment Findings/Interpretations/Conclusion

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

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. 90% 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. 62% 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 the 2009-2010 school year is as follows:
58 students less participated in the Informative Speech Assignment
25.75% more received an A
10.47% less received a B
12.55% less received a C
1.21% less received a D
1.52% less received an F

In what areas do students do well?

Students earned above satisfactory scores on the Introduction, Body, Conclusion, Style of Language, Eye-Contact, Vocal and Physical Delivery sections of the rubric.

In what areas have they not succeeded?

The Outlining, Sources and Time-Length (students over-time) sections of the rubric are areas which need improvement.

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

The learning objectives have been met.

Which weaknesses were identified in the course?

Students:

- failed to provide oral citations and/or properly credit those sources according the MLA format, and in required cases, failed to submit an outline for the speech or format it properly, use complete sentences, uniform citations and attach a bibliography.

What can be done to improve the weaknesses?

Instructors should devote more instructional time and devise additional enrichment activities to meet deficient areas.

Decision-making Using Findings

More instructional time and additional enrichment activities in deficient areas should be employed to raise the scores in deficient areas. Also, outlining and citation instructional materials were devised by the Speech Assessment Coordinator and included in the forthcoming text to be used in all sections of CMAT 2030 beginning Fall 2010.

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 uniform assessment tool (embedded in course instruction and enrichment activities) that evaluates the students' application of course content to task, exposes areas of weakness, highlights strengths and reveals to the student and instructor areas that need improvement has assisted in improving the scores on the Informative Speech Assignment.

Publicizing Student Learning

How do you inform the public about what students learn and how well they have learned it?

Data will be shared internally via email to the program coordinator and course instructors.

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.

This report will be shared internally via email.

Accomplishments and Challenge

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

Fall 2009/Spring 2010 Accomplishments

1. 100% compliance with administering the assessment tool in all sections of CMAT 2030
2. The CMAT program partnered with Pearson Publishing to create an economical, program specific textbook and media course pack. The textbook is 40% less of the previous cost, includes original instructional material developed by the Speech Assessment Coordinator as well as material regarding assessment.

Fall 2009/Spring 2010 Challenges

1. As was in the Fall of 2009, ensuring that instructors submit the assessment results and submit them by the deadline indicated continues to be a challenge.
2. At the time of the generation of the report, assessment results for Section 8 (Spring 2010) were not under the possession of the Speech Assessment Coordinator. The course instructor for Sections 4 and 61 completed a rubric on a Persuasive Speech Assignment. Thus, the results for those two sections could not be included in this report.

Grading Rubric for Assessing an Informative Speech in CMAT 2030

PRESENTER: SECTION:	DATE:	0	1	2	3	4	5	6	7	8	9	10
			U					S				E
INTRODUCTION (GEN ED #5, 8, 11) Effective attention getter used that achieves a clear purpose Topic clearly Introduced, interesting and relevant Value of topic is clearly established and reflects audience analysis Establishes speaker's credibility Clearly states thesis and previews main points Smooth transitional sentence leading to the body												
BODY (GEN ED #2, 5, 8, 11) Has clearly identifiable and paralleled main points Main points are well-supported with a variety of appropriate materials (logical and relevant) Main points are logically divided with an identifiable organizational pattern Includes smooth transitional sentences between each main point												
CONCLUSION (GEN ED #5, 8, 11) Includes a signpost leading to the conclusion Reviews the main points Audience is left with a meaningful thought												
STYLE OF LANGUAGE (GEN #1) Standard American English used Ending consonants, subject-verb agreement Clear articulation is used/words pronounced correctly Stylistic devices used Language is vivid and clear Limited or no filler words and vocal disfluencies Language is free of bias												
SOURCES (GEN ED #2) At least 3 citations reported verbally (complete and credible sources used) Varied – statistics, stories, examples, expert testimony, comparison/contrast, definitions No evidence of plagiarism												
OUTLINE (GEN ED #11) Proper format (used correct numeration/indentation) Complete sentences used and not simply topics to be covered Bibliography attached (MLA format) Citations uniform												
EYE-CONTACT Maintained eye contact and delivered speech extemporaneously (not memorized, manuscript or impromptu)												
VOCAL DELIVERY Volume loud enough, varied pitch, appropriate speaking rate, speech free of hesitations, appropriate tone and mood, displayed interest												
PHYSICAL DELIVERY Confident and poised, movement and gestures natural and appropriate, dressed appropriately, speaker handled note cards, outline, podium effectively												
TIME-LENGTH A minimum of 5 minutes (0 or 10 points)												

Total Points Earned:

Additional Comments:

U- Unsatisfactory (Scores between 0-5)

S- Satisfactory (Scores between 6-9)

E-Excellent (10)