

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 2030 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. 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 revised for use beginning Fall 2011 to simplify the assessment process. We also had a meeting with all CMAT 2030 instructors who agreed to refine the assessment process. Beginning Fall 2011, we will use the revised evaluation rubric (see page four) to measure the students' growth throughout the semester by administering the rubric for all speech assignments. For assessment purposes, we will measure the improvement in grades between the first informative speech assignment (given early in the semester) and the second informative speech assignment (given at the end of the semester). This will enable us to gain a greater understanding of the strengths and weaknesses of the students and clearly measure improvement throughout the semester. Students should receive a passing benchmark grade of 60% (a D) or higher on the first Informative Speech assignment and should illustrate a 20% overall improvement in grades on the Informative speeches by the end of the semester.

Assessment Findings/Interpretations/Conclusion

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

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% if 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 2011 are as follows:

14 fewer students participated in the Informative Speech Assignment

3.92% less than Fall 2010 received an A

12.49 % less than Fall 2010 received a B

3.79% less than Fall 2010 received a C

5.24% more than Fall 2010 received a D

14.97% more than Fall 2010 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. The trend data reveal an improvement in students' ability to work within time limit in the Time-Length section.

In what areas have they not succeeded?

The Outline and Sources sections illustrate improvement, as students earned satisfactory scores. Yet, this is an area that still requires more attention.

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

Beginning Spring 2011, regular meetings began with all CMAT 2030 instructors. We are working closely with our textbook publisher to offer training that will allow teachers and students better access to online resources, which will aid us in teaching students to develop outlines and properly cite sources. This step should ultimately improve scores on the Informative Speech Assignment. We have also refined our assessment tool to include an evaluation of the Informative speech given early in the semester and another evaluation offered later in the term, which will enable us to assess the improvement in student performances as the term progresses. Additionally, we have agreed to standardize the course beginning Fall 2011 by developing a common description of the course objectives and outcomes and a specific list of assignments to be used by all CMAT 2030 instructors.

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 did assist, during Spring 2011, in identifying areas for improvement on the Informative Speech Assignment. However, we hope that the development of the refined tool will aid us in clearly identifying whether the current techniques and practices in-class are contributing to the students' knowledge and performance. Additionally, the slightly improved scores on the outline and source sections reveal that students are gaining a better grasp of citing works.

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/Fall 2010/Spring 2011 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.
3. The implementation of a uniform assessment illustrated an improvement in Informative Speech Assignment grades.

Fall 2009/Spring 2010/Fall 2010/Spring 2011 Challenges

1. The decline of grades of 60 or higher in the Spring of 2011 is a challenge that must be met. We are currently working with instructors to ensure that new instructors understand the importance of devoting adequate instructional time to the Informative Speech Assignment. We have also simplified the evaluation rubric, standardized the course, and scheduled training time with the publishers to aid this process and the overall quality of the course.

Grading/Evaluation Rubric for CMAT 2030 Speeches

Revised Spring 2011 for use beginning Fall 2011

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

Name: _____

INFORMATIVE SPEECH : To teach others new information	A 5	B 4	C 3.5	D 3	F 2.5	Given Mark
CONTENT AND ORGANIZATION (GEN. ED. #2) 1. Clear and appropriate general purpose statement presented 2. Specific and well-focused thesis statement developed 3. Credibility established through knowledge of the subject matter and research with multiple primary and/or secondary sources verbally cited 4. Well-organized introduction, body and conclusion 5. Effectively followed an organizational pattern when writing the speech 6. No evidence of plagiarism was found						
DELIVERY 1. Maintained eye contact throughout the presentation 2. Projected/Adjusted volume correctly for the size of the space 3. Varied pitch, speed, tone and mood of voice 4. Maintained strong physical stance without wandering about 5. Incorporated gestures that enhanced the presentation 6. Dressed appropriately for the speech presentation, considering the chosen topic and situation 7. Displayed podium decorum 8. Usage of note/index cards was not distracting 9. Adhered to time constraints for the assignment						
AUDIENCE ANALYSIS (GEN. ED. #8) 1. Analyzed the audience and chose a novel, relevant and appropriate topic for the specified demographic 2. Effectively adapted the presentation style to the targeted audience and situation						
LANGUAGE USE (GEN. ED. #1) 1. Effectively used standard dialect of American English to enhance the audiences' understanding of the topic 2. Avoided colloquialisms, unless they were contextually specific 3. Maintained subject-verb agreement throughout the presentation 4. Enunciated words 5. Pronounced words correctly						
WRITTEN WORK AND OUTLINE (GEN. ED. #11) 1. Bibliography page and outline were submitted 2. Properly formatted bibliography page, using MLA or APA formatting 3. Citations were uniform 4. All written work was properly constructed with complete sentences and subject-verb agreement						
TOTAL/OVERALL SCORE (GEN. ED. #5)						
FINAL GRADE (multiply total X 4 for final grade)						

COMMENTS: