Summary of Results and Trend Data for General Education Assessment Findings

Duplicate this sheet as needed.

Department/Program ____Program of CMAT _____

Assessment Coordinator ___Kamesha Khan (beginning Spring 2011) For Speech Only__

Directions: Assessment trend data should be recorded in 3-year cycles. Provide the information requested in each column along with a summary of actions taken (changes).

<u>Course/</u> <u>Instrument</u>	<u>Fall 2009</u> <u>Results</u>	<u>Actions</u> <u>Taken</u>	<u>Spring</u> 2010 <u>Results</u>	<u>Actions</u> <u>Taken</u>	<u>Fall 2010</u> <u>Results</u>	<u>Actions</u> <u>Taken</u>	<u>Spring</u> 2011 <u>Results</u>	<u>Actions</u> <u>Taken</u>	Fall 2011 Results	<u>Actions</u> <u>Taken</u>	<u>Spring</u> 2012 <u>Results</u>	<u>Actions</u> <u>Taken</u>	Comment on Trend
1. CMAT 2030/1130 Informative Speech Assignment	94.92% of 199 participants passed with a 60 or better. 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	Assessment embedded in course instruction.	96.44% of 141 participants passed with a 60 or better. 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	Assessment embedded in course instruction. Assessment /additional curriculum materials included in textbook.	98.16% of 218 participants passed with a 60 or better. 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	Additional course materials from the textbook used in classes. Also, instructors met to discuss the strengths and weaknesses of the new materials and the course design.	83.3% of 204 participant s passed with a 60 or better. 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.	The evaluation rubric was simplified. The assessment process was refined. We also scheduled time with the publishers to make better use of the online tools that are available for students and faculty.	99.1% of 221 participants passed the second Informative Speech Assignment with a 60% or better. 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, This indicated an increase in scores from the first informative speech assignment.	The assessment method was further revised. The textbook was customized to include all evaluation/gradin g rubrics for the course, including the assessment rubric. The syllabus was standardized. A regularly scheduled meeting for speech instructors now occurs each semester offering resources and strategic planning. Workshops that assist instructors in integrating technology into the enrichment activities are now offered for speech instructors. An outlining assignment using online tools is now required in all courses. The process to clearly differentiate 1130 from 2030 is underway.			The trend data reflect a marked improvement on the Information Speech Assignments with 51.6% of students earning an A on the second Informative Speech Assignment in Fall 2011. The trend data also indicate that this past semester garnered the highest percentage of students meeting and/or surpassing the benchmark grade during the three-year review cycle for the Informative Speech Assignment with a 99.1 % pass rate. Our efforts to improve the course are starting to pay off. We are continuing to regularly meet with speech instructors with the goal of growing and refining the assessment process over time. The Chairperson and Speech Assessment Coordinator are also working diligently to rethink and more clearly differentiate CMAT 1130 from CMAT 2030 so that the courses can be assessed separately.
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