

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 **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/ Instrument</u>	<u>Fall 2009 Results</u>	<u>Actions Taken</u>	<u>Spring 2010 Results</u>	<u>Actions Taken</u>	<u>Fall 2010 Results</u>	<u>Actions Taken</u>	<u>Spring 2011 Results</u>	<u>Actions Taken</u>	<u>Fall 2011 Results</u>	<u>Actions Taken</u>	<u>Spring 2012 Results</u>	<u>Actions Taken</u>	<u>Comment on Trend</u>
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/ad ditional 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 participants 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/grad ing 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	98.6% of 149 participants passed with a 60 or better. 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.	New instructional materials were developed and added to the customized textbook to aid in the areas in which students seemed most deficient: outlining and citations. The standardized rubrics were slightly revised, as were the standardized syllabus and course outcomes. The revised rubrics were also added to the customized textbooks. Workshops were held and scheduled to be held again with Pearson Publishing to better train instructors on the many online learning resource tools available for our course, which include uploading video of speeches, requiring assignments, chapter review tests, etc. that allow instructors to better integrate technology into	The trend data reflect a marked improvement on the Information Speech Assignments. We also see evidence that our efforts to improve the course are starting to pay off. The standardized rubrics that are included in the customized textbooks allow us to more efficiently identify the areas of strength and the areas of weakness in all speech assessment assignments. This revised rubric seems to account for the significant improvement in As earned on the Informative Speech Assignment over the past two years. The workshops allow us to experiment with new learning methodologies and assignments.

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