

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: COM 101
 Course Title: Fundamentals of Speaking
 Division/Department Codes: HSS/HUM

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2009_
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify): Student speech

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
 'Construction of visuals' was in the Presentation Scale and moved to the Preparation Scale.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 101 out of 814

6. Describe how students were selected for the assessment.
 Random selection of section numbers.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 The assessment tool was refined to better measure: 'preparation' and 'delivery skills.' Classroom evaluations were refocused on content being measured in the appropriate categories.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
 Prepare an extemporaneous speech.
 Present an extemporaneous speech.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***
 Based on a 0 – 3 scale
 The students scored a 2.34 on the Preparation Scale.
 The students scored a 2.32 on the Presentation Scale.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***
 70% standard of success
 66% of the students scored above the 70% for the Preparation Scale
 46% of the students scored above the 70% for the Presentation Scale

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

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Strengths: In the preparation scale, the students tend to be strong in developing their main points, support material and the introduction. Individual classroom results vary.

In the presentation scale, students did very well in citing their sources, strength of content and the delivery of the organizational structure. Individual classroom results vary.

Weaknesses: In the preparation scale, the students tend to need improvement with the construction of visuals and developing stronger conclusions. Individual classroom results vary.

In the presentation scale, students need to improve in the area of language used and the delivery of their visual material.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
Use of visuals was identified to be an issue in both outcomes. We had a work shop on visual construction for student speeches in the Fall in-service.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

a. Outcomes/Assessments on the Master Syllabus
Change/rationale:

b. Objectives/Evaluation on the Master Syllabus
Change/rationale:

c. Course pre-requisites on the Master Syllabus
Change/rationale:

d. 1st Day Handouts
Change/rationale:

e. Course assignments
Change/rationale:

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other:

g. Instructional methods
Change/rationale:

h. Individual lessons & activities
Change/rationale: Add a special activity focused on the construction and use of visuals.

3. What is the timeline for implementing these actions? Each in-service, we will have a workshop for the full and part-time instructors focusing on improvements.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
Effective as can be using this system. The assessment tool will be used again, but there will be an attempt to have a greater population assessed. There will also be a bigger push for the instructor to give input on their student's strengths and weaknesses.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

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3. Which outcomes from the master syllabus have been addressed in this report?

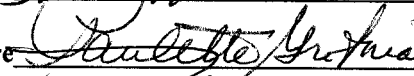
All x Selected


If "All", provide the report date for the next full review: Winter 2012 .

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Print: BRUCE HACKMANN Signature  Date: 12-10-09
Faculty/Preparer

Print: PAULETTE GROTRON Signature  Date: 12-14-09
Department Chair

Print: Bill Abernethy Signature  Date: DEC 16 2009
Dean/Administrator

COURSE ASSESSMENT REPORT

Background Information

1. Course assessed:
 Course Discipline Code and Number: COM 101
 Course Title: Fundamentals of Speech
 Division/Department Codes: HUM

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 2006
 Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify): Speech Critique

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
 Changed from 4 outcomes to two outcomes

5. Indicate the number of students assessed/total number of students enrolled in the course.
 102

6. Describe how students were selected for the assessment.
 Random selection of sections and evaluate all students in that class.

Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 none dna

2. State each outcome from the master syllabus that was assessed.
 Preparation Scale & Presentation Scale

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected.
 Preparation Scale 2.6
 Presentation Scale 2.4
 Standard of success was 2.0

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.
 90.4% of the students met the preparation scale
 85.3 % of the students met the presentation scale

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

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Strengths: Overall students were as strong as a goat.

Weaknesses: in the deliver skills.

Changes influenced by assessment results

- 1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses, along with a timeline for these actions.
1. weakness is in the process itself - having instructors evaluating their own students and giving favorable scores.
2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
[] Master syllabus
[] Curriculum
[] Course syllabus
[] Course assignments
[] Course materials (check all that apply)
[] Textbook
[] Handouts
[] Other:
[] Instructional methods
[X] Other: train instructors of filling out classroom assessment.

Future plans

- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Name: BRUCE HACKMANN Date: 9-14-06
Department Chair: Paulette Grothman Date: 9-14-06
Dean: [Signature] Date: SEP 14 2006

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