| Discipline | Course Number | Title |
| --- | --- | --- |
| Communications | 101 | COM 101 09/20/2016- Fundamentals of Speaking |
| Division | Department | Faculty Preparer |
| Humanities, Social and Behavioral Sciences | Humanities | Bruce Hackmann |
| Date of Last Filed Assessment Report | | |

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Prepare an extemporaneous speech.

- Assessment Plan

    o Assessment Tool: The student will deliver an extemporaneous speech that will be critiqued by the instructor. The instructor will fill out a COM 101 Assessment Activity Form.

    o Assessment Date: Fall 2005

    o Course section(s)/other population: random sample of sections

    o Number students to be assessed: 100 - 150

    o How the assessment will be scored:

    o Standard of success to be used for this assessment:

    o Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
| --- | --- | --- |
| | 2016 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
| --- | --- |
| 728 | 111 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Faculty assessed the number of students identified in the Master Syllabus. The Master Syllabus states that 100-150 students will be assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students were chosen at random from main campus, off-campus and online sections of COM101 taught by full-time and part-time instructors for both day and evening sections. This selection represents the current population.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students' outlines and visuals were used to assess their preparation. Topic selection, the development of the introduction, main points, support material, and conclusion were evaluated. The construction of their visuals and the organization of their bibliography were scored.  The department-created COM 101 Assessment Activity score sheet was used: 0 = did not demonstrate; 1 = Poor - lack of skill; 2 = Good - demonstrates skill; 3 = Excellent - demonstrates exceptional skill.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

A total of 21 points are available for the Preparation scale. The students averaged 18 or 85.7%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students excelled in the development of the body of the speech. They averaged a 2.71 out of 3 on their main points and a 2.65 out of 3 on the development of their support material.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The construction of the introduction and conclusion could use a little improvement. Students scored a 2.3 out of 3 on introductions and a 2.4 out of 3 on conclusions. While above the success rate, improvements could be made here.

Outcome 2: Present an extemporaneous speech.

- Assessment Plan

    o Assessment Tool: The student will deliver an extemporaneous speech that will be critiqued by the instructor. The instructor will fill out a COM 101 Assessment Activity Form.

    o Assessment Date: Winter

    o Course section(s)/other population:

    o Number students to be assessed:

    o How the assessment will be scored:

    o Standard of success to be used for this assessment:

    o Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2015 | 2016 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 1567 | 111 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Faculty assessed the number of students identified in the Master Syllabus. The Master Syllabus states that 100-150 students will be assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Students were chosen at random from main campus, off-campus and online sections of COM101 taught by full-time and part-time instructors for both day and evening sections. This selection represents the current population.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students delivered a speech and the instructor filled out the department-created COM 101 Assessment Activity form (see attached).  The students were critiqued on the delivery of the organizational structure and their use of visuals, sources needed to be cited during the presentation, their content and use of language was evaluated, and their delivery skills (eye contact, vocal quality, gestures, movement) were assessed.  0 = did not demonstrate; 1 = Poor - lack of skill - major & minor mistakes; 2 = Good - demonstrates skill; 3 = Excellent - demonstrates exceptional skill.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

27 points are available on the Presentation Scale. Students averaged 23 points or 85%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The use of visuals (scoring 2.6 out of 3) was a strength in the presentation of their material. Students also scored well in the content (2.7 out of 3) and the use of language (2.7 out of 3) during their presentation.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students averaged a 2 out of 3 on their ability to cite their sources during the presentation.  Part of the problem with this low score was that half the evaluations were conducted on the students' first graded speech.  We need to be evaluating the students' second speech.

**II. Course Summary and Action Plans Based on Assessment Results**

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Students overall achieved outcomes for vital speech communication skills for the workplace, civic life and education. Students benefited by overcoming their fears of public speaking, and demonstrating various speech organizational patterns, practice protocols, focusing their message and engaging delivery. In the average of all sections, students scored the highest in speech organizational structure. The slightly lower-scoring success areas are the introduction and conclusion. The speech evaluation tool includes areas that require updating to meet industry standards (for example, "Gestures" does not incorporate all of "Nonverbal Delivery").

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Overall, COM101 is meeting the identified outcomes. A specific focus on introductions and conclusions will be the highlight of the coming academic year. The information gleaned from this assessment report will be shared in the first department meeting of Fall Semester 2017 and we will create a plan to train part-timers and full-timers in Introduction and Conclusion teaching techniques during the Winter In-service full department meeting. Instructors will receive written recommendations and a selection of activities that full-time instructors use to teach Introductions and Conclusions.

Secondly, the revision of the Speech Evaluation Tool will be adapted to meet modern industry standards. For example, "Nonverbal Delivery" will replace "Gestures" and "Movement," and "Content" will replace "Content" and "Language."

3. 
   Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|---|---|---|---|
| No changes intended. | | | |

4. Is there anything that you would like to mention that was not already captured?

   5.

## III. Attached Files

COM 101 Summary data
COM 101 Rubric

**Faculty/Preparer:**            Bruce Hackmann **Date:** 06/14/2017
**Department Chair:**       Allison Fournier **Date:** 06/20/2017
**Dean:**                       Kristin Good      **Date:** 06/21/2017
**Assessment Committee Chair:** Michelle Garey    **Date:** 09/27/2017

**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):
   - x Other (specify): Student speech

4. Have these tools been used before?
   - x 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.

*Approved by the Assessment Committee 11//08*

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. ☐ 1$^{st}$ 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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*Approved by the Assessment Committee 11/08*

3. Which outcomes from the master syllabus have been addressed in this report?
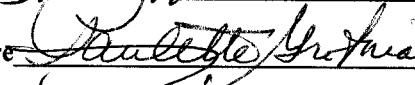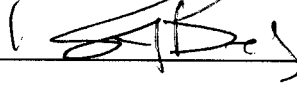   All __x__    Selected _____
   If "All", provide the report date for the next full review: __Winter 2012_____.

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


**Submitted by:**

Print: _BRUCE HACKMANN_ Signature~~~~~~~~~~~~~  Date: _12-10-09_
Faculty/Preparer

Print: _PAULETTE GROTR_ 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 20_06_
    ☐ 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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**COURSE ASSESSMENT REPORT**

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 itselt - having instructors evaluating their own students and giving favarable scores. Intstructors need to be trained to be more critical of the students work. Areas of student improvement can becomes topics of discussion at full disciple meeting.

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
   Change/rationale:

   - ☐ Curriculum
   Change/rationale:

   - ☐ Course syllabus
   Change/rationale:

   - ☐ Course assignments
   Change/rationale:

   - ☐ Course materials (check all that apply)
     - ☐ Textbook
     - ☐ Handouts
     - ☐ Other:
   Change/rationale:

   - ☐ Instructional methods
   Change/rationale:

   - ☒ Other: train instructors of filling out classroom assessment.
   Change/rationale:

**Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
   about as effective as looking at the gradebook.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
   have an outsider evalute the students performance.

**Submitted by:**

Name: _Bruce Hackman_ Date: _9·/4-06_

Department Chair: _Paulette Grothman_ Date: _9-14-06_

Dean: _____ Date: **SEP 1 4 2006**

**Please return completed form to the Office of Curriculum & Assessment, SC 247.**