

GENERAL EDUCATION ASSESSMENT REPORT

I. Background Information

1. General Education Strand Assessed (check one).

- Writing:** Develop, organize, and express thoughts in writing using Standard English.
- Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
- Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
- Natural Sciences:** Understand principles and applications of modern science.
- Social and Behavioral Science:** Understand principles and applications of social and behavioral science in exploring the dynamics of human behavior.
- Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
- Critical Thinking:** Demonstrate skill in analyzing, synthesizing and evaluating.
- Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

Descriptions of strands from WCC Board Policy #3045. <http://www.wccnet.edu/trustees/policies/index.php?policy=3045>

2. Semester(s) assessment data was collected (check all that apply):

- Fall 2012
- Winter 20_____
- Spring/Summer 20_____

3. Semester assessment report was prepared (check one):

- Fall 20_____
- Winter 2013
- Spring/Summer 20_____

4. Assessment tool used for this assessment (check all tools that apply):

	Used for previous assessment?
<input type="checkbox"/> CAAP test	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Survey	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Prompt	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Capstone course	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Common final or test questions	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Transfer data	<input type="checkbox"/> yes <input type="checkbox"/> no
<input checked="" type="checkbox"/> COM Strand Speaking/Listening Rubric	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<input type="checkbox"/> Other:	<input type="checkbox"/> yes <input type="checkbox"/> no

PLEASE SEND A COPY OF THE TOOL(S) AND SCORING RUBRIC(S) USED ALONG WITH THIS REPORT.

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GENERAL EDUCATION ASSESSMENT REPORT

5. Please list the course(s) in which this tool was administered.

There were a total of five courses assessed for the strand: COM 101, COM 102, COM 142, COM 183 and COM 210.

6. Describe the total population of students eligible to be assessed and how this group was selected for assessment.

Courses were randomly selected to cover the broad offerings within the COM strand. We choose random sections, within the teaching loads of the full-time faculty, as a fair representation of the strand. All students within the randomly selected classes were assessed.

7. Indicate the number of students assessed.
162 students were assessed.

II. Results

1. If applicable, briefly describe the changes that were implemented as a result of the previous assessment.

No changes were implemented, as the previous assessment was successful.

2. State the outcomes (verbatim) that were assessed for the General Education strand. (General Education Outcomes are available through the following link):

<http://www.wccnet.edu/departments/curriculum/progdata.php?levelone=genedassessment>

1. The student will prepare and deliver a researched, organized and purposeful speech.
2. The student will speak clearly, succinctly, and appropriately before an audience.
3. The student will demonstrate critical and comprehensive listening through evaluating messages conveyed by others.

3. Briefly describe assessment results based on data collected, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected to the back of this document. DO NOT INCLUDE STUDENT NAMES, NUMBERS OR OTHER IDENTIFYING INFORMATION.***

Three outcomes were defined for the COM strand. For Outcome #1 students were asked to prepare and deliver a researched, organized and purposeful speech. For Outcome #2 students were asked to speak clearly, succinctly and appropriately before an audience. Finally, for Outcome #3, students were asked to demonstrate critical and comprehensive listening through evaluating messages conveyed by others (see attached COM Strand Report as well as a sample of the assessment instrument).

For all three outcomes, a rubric was used with a scale of 0-3. The standard of success was defined as an overall average of 2.1 for each outcome. The overall COM averages were as follows: Outcome #1 – 2.35, Outcome #2 – 2.33, Outcome #3 – 2.60. The standard of success was achieved for all three outcomes.

GENERAL EDUCATION ASSESSMENT REPORT

- 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 to the back of this document*

Outcome #1 - 2.1 out of 3 is the standard of success used. 75% of students achieved this level of success.
 Outcome #2 - 2.1 out of 3 is the standard of success used. 84% of students achieved this level of success.
 Outcome #3 - 2.1 out of 3 is the standard of success used. 82% of students achieved this level of success.

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

Strengths: Students did well in all three outcomes, in terms of delivering a speech, along with comprehensive listening skills.

Weaknesses: Students did not do quite as well at researching a speech.

III. Changes influenced by assessment results

- If weaknesses were found (see II.5 above) or students did not meet expectations (see II.4 above), describe the action that will be taken to address these weaknesses.

Given that the standard of success was achieved for all three outcomes, no action will be taken at this time. If slightly weaker scores for research continue with future assessments, changes may be explored.

- Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

Master syllabi
 Rationale:

Curriculum
 Rationale:

Course syllabi
 Rationale:

Course assignments
 Rationale:

Teaching methodology
 Rationale:

Other:
 Rationale:

- What is the timeline for implementing the actions identified in III.1 and III.2 above?

IV. Future plans

GENERAL EDUCATION ASSESSMENT REPORT



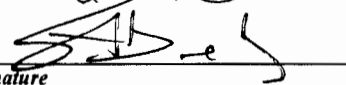
- 1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this general education strand.

The assessment tool used was very effective ^{ive} ⁱⁿ at assessing the COM strand and all three of the outcomes associated with it, given the diversity associated with each one of the course offerings.

x

- 2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

Submitted by:

Preparer:	<u>DeNA Blair</u> <i>Print</i>	<u></u> <i>Signature</i>	Date:	<u>4/18/13</u>
Dept Chair:	<u>DeNA Blair</u> <i>Print</i>	<u></u> <i>Signature</i>	Date:	<u>4/18/13</u>
Dean:	<u>Bill Abernethy</u> <i>Print</i>	<u></u> <i>Signature</i>	Date:	<u>APR 19 2013</u>

Please return completed form and attachments to the Office of Curriculum & Assessment, SC 257.

**Washtenaw Community College
General Education Assessment Report Form**

BACKGROUND INFORMATION

I. General Education area assessed (check one):

- Writing
- Speech
- Mathematics
- Natural Science
- Social and Behavioral Science
- Arts and Humanities
- Critical Thinking
- Computer and Information Literacy

II. Semester assessment was administered (check one):

- Fall 2008__
- Winter 2007__
- Spring/Summer 20__

III. Assessment tool used (check one):

PLEASE ATTACH A COPY OF THE TOOL AND SCORING RUBRIC USED.

- CAAP test
- Survey
- Prompt
- Other (please describe):__ Informative Speech Rubric / listeners rubric

Has this tool been used before?

- Yes
- No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

IV. Please list the course(s) in which this tool was administered:

**COM 101 – Fundamentals of Speech
COM 102 – Interpersonal Communication
COM 183 – Persuasion
COM 200 – Family Communication
COM 225 – Intercultural Communication**

V. How many students were assessed? 163 total

Washtenaw Community College General Education Assessment Report Form

RESULTS

- I. Briefly describe assessment results based on data collected for the general education area assessed, demonstrating to what extent students are achieving the learning objectives *as found in the catalogue description of that area* (see attached). *PLEASE ATTACH ANY DATA COLLECTED.***

COM 101 – Prepare and Deliver Scale 4.25 = 85%; Speak Clearly 4.06 = 81%
COM 102 – Prepare and Deliver Scale 4.6 = 92%; Speak Clearly 4.1 = 82%
COM 183 – Prepare and Deliver Scale 4.0 = 80%; Speak Clearly 3.9 = 78%
COM 200 – Prepare and Deliver Scale 4.9 = 98%; Speak Clearly 4.7 = 94%
COM 225 – Prepare and Deliver Scale 4.4 = 88%; Speak Clearly 4.5 = 90%

- II. Based on the catalogue description of the general education area assessed, did students meet expectations of the learning objectives of that area?**

Yes
 No

Percentage of students meeting objectives: 85% Speaking Clearly; 92% Prepare/Deliver

- III. What areas of strength and weakness in students' achievement of the learning objectives of the assessed general education area (as stated in the catalogue) did assessment results show?**

Strengths:

Overall students clearly met the objectives of the strand in each of the classes. In preparing an outline, the students knew how to develop introductions and conclusions as well as organize the body of the speech. The students showed they knew what was expected of them in the nonverbal category of delivery.

Weaknesses:

While the students did well on the speaking clearly objective, working on vocal quality could be an area of focus.

Washtenaw Community College General Education Assessment Report Form

CHANGES INFLUENCED BY ASSESSMENT RESULTS

I. If weaknesses were found (see III above) or students did not meet expectations, what action will be taken to address this?

We need to rewrite the objectives of the strand to make them clearer.
From there, we need to redesign the assessment tools to make them less cumbersome.

II. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply).

- Master syllabi
Rationale:
- Curriculum
Rationale:
- Course syllabi
Rationale:
- Course assignments
Rationale: to prepare to assess listening
- Teaching methodology
Rationale:
- Other: Speech Strand Report

Rationale:

III. Was the assessment tool effective in measuring students' achievement of learning objectives for this general education area? If not, why?

The assessment tool needs to be reworked and simplified so it can clearly show the learning objectives and the student's success for each objective.

The listening tool needs to be redesigned to measure the students' listening. We gave the student a tool to evaluate a speech.

To help this process the outcomes for the Speech Strand need to be rewritten as well. For example, the first outcome is written, "The students will prepare and deliver..." We need to have one clear 'outcome' – "prepare" for the first outcome and then outcome number 2 will be "deliver." Having one clear idea per outcome will help to develop a better tool for assessing that outcome.

**Washtenaw Community College
General Education Assessment Report Form**

Submitted by:

Print: Bruce Haekman Signature Bruce Haekman Date: 12-15-08
Faculty/Preparer

Print: PAULETTE GROTRIAN Signature Paulette Grotrian Date: 12-15-08
Department Chair

Print: [Signature] Signature [Signature] Date: DEC 16 2008
Dean/Administrator

B. Abernethy

General Education Requirements (2003-04 College Catalogue, p. 61)

1. **Writing:** Develop, organize, and express thoughts in writing using Standard English.
2. **Speech:** Speak in an organized and effective manner and listen critically and with comprehension.
3. **Mathematics:** Understand the applications and perform computations using the concepts of college-level mathematics.
4. **Natural Science:** Understand principles and applications of modern science.
5. **Social and Behavioral Science:** Understand principles and applications of social and behavioral sciences in exploring the dynamics of human behavior.
6. **Arts and Humanities:** Understand and apply information related to the nature and variety of the human experience through personal and cultural enrichment.
7. **Critical Thinking:** Demonstrate skill in analyzing, synthesizing, and evaluating.
8. **Computer and Information Literacy:** Demonstrate the skill to use computer information systems including using software and the ability to locate, retrieve, and evaluate networked information.

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