Discipline	Course Number	Title
Communication (new)	101	COM 101 06/12/2023- Fundamentals of Speaking
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Social and Behavioral Sciences	Communications, Media & Theatre Arts (new)
Faculty Preparer		Bonnie Tew
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes
Winter 2016

2. Briefly describe the results of previous assessment report(s).

Students scored an 85% on both Preparation and Presentation Outcomes, exceeding the minimum success rate of 70% or higher.

There report included a few observations:

Outcome 1:

"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:

"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."

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

No known comprehensive action plans were developed, distributed or applied, although all sections reviewed a speech delivered later in the term.

II. Assessment Results per Student Learning Outcome

Outcome 1: Prepare an extemporaneous speech specific to a situation and audience.

- Assessment Plan

    o Assessment Tool: Speech preparation paperwork

    o Assessment Date: Fall 2020

    o Course section(s)/other population: All sections

    o Number students to be assessed: A random sample of 20% of students

    o How the assessment will be scored: Rubric

    o Standard of success to be used for this assessment: 70% of students will score 70% or higher

    o Who will score and analyze the data: Departmental faculty

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)
	2023	

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

# of students enrolled	# of students assessed
527	128

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.

The master syllabus indicates a random sample of 20% of the students enrolled would be assessed. 24.5% were actually included in the 2023 assessment.

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.

Every fifth student who completed the assignment for assessment, on each section's roster, was selected for review.

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 student visuals and the organization of their bibliography/works cited 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

85% of students (108/128) scored 70% or higher, meeting the standard of success.

Students scored an average of 86% (18/21) for this outcome.

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

Students demonstrated strong competency in the following areas:

1. Narrowing the topic = students scored an average of 94% on this task.

2. Define main points = students scored an average of 89% on this task

3. Prepare support material for ideas = students scored and average of 84% on this task.

4. Preparing visual aids to depict ideas visually = students scored an average of 89% on this task.

This data indicates students are excelling at the selection, development, organization, support of ideas and visual depiction of speech content. Therefore the tools and teaching methods being applied to instruct in these areas are working effectively across all sections of the course and we should continue to utilize them. Overall success is satisfactory in these areas.

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.

While the following areas exceeded the standard of success documented in the master syllabus, they present specific areas of focus for continuous improvement:

1. Preparing Introductions = students scored and average of 81% on this task.

2. Preparing Conclusions = students scored and average of 80% on this task.

3. Prepare for source citation = students scored an average of 81% on this task.

The development of introductions, conclusions and source citations in speaking plans are areas students tend to struggle with most in preparing the speech due to the focus they often invest in completing the outline of points in the body of the speech. Clearly, students were successful with these specific areas of the outcome. However, these are areas for which we will continue to provide a bit more focused hands-on practice prior to final speech submission in order to build on and increase the current proficiency.

Outcome 2: Deliver an extemporaneous speech to an audience.

- Assessment Plan
    - o Assessment Tool: Updated COM101 Assessment Activity Form (updated 2017) developed by department faculty
    - o Assessment Date: Fall 2020
    - o Course section(s)/other population: All sections
    - o Number students to be assessed: A random sample of 20% of students
    - o How the assessment will be scored: Rubric
    - o Standard of success to be used for this assessment: 70% of students will score 70% or higher
    - o Who will score and analyze the data: Departmental faculty

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)
	2023	

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

# of students enrolled	# of students assessed
527	128

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.

The master syllabus indicates a random sample of 20% of the students enrolled would be assessed. 24.5% were actually included in the 2023 assessment.

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.

Every fifth student who completed the assignment for assessment, on each section's roster, was selected for review.

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 student 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

85% of students (108/128) scored 70% or higher, meeting the standard of success.

Students scored an average of 85% or 20.4/24 for this outcome.

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

Students performed well in each area measured for this outcome. However, excellence in the actual delivery of speeches in the following areas:

1. Speech Content = students scored an average of 91% in this area.

2. Organization = students scored an average of 87% in this area.

3. Vocal Quality = students scored an average of 87% in this area.

4. Use of Visual Aids = students scored an average of 85% in this area.

5. Eye Contact = students scored an average of 85% in this area.

Students are demonstrating competency related to retaining and delivering the organization of ideas planned in advance. Therefore, it is evident the plans from Outcome #1 are transferring to actual practice in speech delivery. In addition, this suggests the competency exhibited in the planning of ideas is establishing enough confidence in students to directly connect with an audience through consistent eye contact and deliver messages with vocal dynamics during speech delivery. These are all critical elements to master for any speaker.

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 exceeded the standard of success in all areas measured for this outcome. However, there are a few areas of delivery which require further attention and support in order to increase the already excellent success rates. These target areas should include the following:

1. Citation of sources as used during the speech = students scored an average of 78%.

2. Physical movement during the speech = students scored an average of 80%.

3. Incorporation of gestures during the speech = students scored an average of 83%.

While students are doing an excellent job locating and planning for the incorporation of sources to support ideas, students often find it awkward to cite where their information came from within the body of a speech as they deliver it. This skill is especially critical to master in preparation for any professional field. This element of Outcome #2 could be improved by designing more exercises, prior to the delivery of final speeches, to give students experiences which help them to make this portion of speech delivery more seamless.

Embodying the message prepared can often become a challenge. Increasing exercises dedicated to practicing shorter sections of the speech with a partner in class, or in pairs, and receiving peer critique prior to the final delivery of a speech

could assist with building on the current success students are already displaying in these segments of the outcome.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The changes discussed in the previous report's Intended Changes were not fully executed and therefore seemed to have little/no impact on changing overall averages in the planning of introductions and conclusions or the citation of sources.

2. 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 are successfully mastering the outcomes of the course and are exceeding the standards of success. Students are gleaning and demonstrating clear skill in the development, and confident delivery, of information which will contribute to their success as professionals and as change agents in communities. The data clearly conveys that students are successfully achieving the "fundamentals of speaking" in this course. The average of all sections once again, as in the previous report, demonstrates that students are excelling at the development and sharing of ideas.

The data demonstrates students are doing the best with the mechanics of presentation planning which includes focusing topics, defining main points and delivering solid content. In addition, the data highlights the need for better planning and execution of more targeted practice in the delivery of introductions, conclusions, citation of sources and physical delivery.

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

Exercises from full-time faculty will be designed, collected and loaded into COM 101 Blackboard sites. This information will be shared with all faculty teaching this course in a Winter 2024 Department Retreat. At this time, additional strategies will be brainstormed, developed and approved to add to the LMS Instructor Resources section.

The COM 101 Assessment Activity Tool will be used at the end of Winter 2024 to measure how these changes altered results. Adjustments will be made based upon these results prior to the next three-year assessment of the course.

Slight adjustments will be made to update the COM 101 Assessment Activity Tool to simplify its use.	

4.

Intended Change(s)

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

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

6.

III. Attached Files

[COM 101 Assessment Activity Form](#)
[COM 101 Assessment Data Summary](#)

Faculty/Preparer:	Bonnie Tew	**Date:**	06/14/2023
Department Chair:	Allison Fournier	**Date:**	06/22/2023
Dean:	Scott Britten	**Date:**	06/23/2023
Assessment Committee Chair:	Jessica Hale	**Date:**	01/04/2024

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.

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.

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 GROTE_ Signature _____ Date: _12-14-09_
Department Chair

Print: _Bill Abernethy_ Signature _____ Date: DEC 16 2009
Dean/Administrator

logged 12/16/09

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.

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

1

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 Hackmann_ 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.