

6 Column Models for College Level Assessment of Area A, Communications, GEOs

Mission and Goals	Area A, Communications, Courses that Participated in Assessment	GEO	Means of Assessment and Criteria for Success	Summary of Data Collected	College Level Use of Results
<p>The goal of GEOs assessment is to provide a means of evaluating and improving the Mt. San Antonio college general education curriculum. This is in alignment with the college mission: to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.</p>	<p><i>Total Area A, Communications, courses: 2</i> SPCH 1A and SPCH 1AH. The data in this table is for SPCH1A.</p>	<p>Students will be able to perform basic speech delivery skills.</p>	<p>A three point scale rubric evaluating eye contact, organization, body control, and volume will be used on speech delivery for a speech given in the last fourth of the semester in Spring '07. The speech will be judged by designated faculty and the data will be evaluated by the dept. SLO committee.</p> <p>70% of the students completing Speech 1A will have an average score of 2 on a three point scale rubric.</p>	<p>Out of 151 sampled, 81.5% of students (123) averaged a score of 2 or higher across all four areas of evaluation. The data in the categories of organization, body control, and volume all exceeded expectations of 70%. In organization: 143 students, or 94.7% scored a 2 or higher. In body control, 141 students, or 93.4% scored a 2 or higher. In volume, 123 students, or 81.5% of students scored a 2 or higher. Eye contact, however, fell below the department's expectations with only 96 students, or 63.5% receiving a score of 2 or higher.</p>	<p>While the department needs to develop a more effective model of teaching direct eye contact, the other 3 categories of organization, body control, and volume seem far exceed our expectations. Faulty method, definitions that did not adequately describe expected performance level, or expecting too little from our students may be the cause in exceeding our expectations. As a result, we are not matching the rigor that we hope to achieve with our Speech 1A students. Therefore, we need to reevaluate what we expect, and develop SLOs to account for Speech 1A rigor.</p>

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