

**WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM**

Program/Discipline: Department of Visual And Performing Arts – Art, Architecture, Music, Speech, Theatre

Instructional Manager: Kevin Li

Semester/Year: Fall/2011

Assessment Coordinator: Susan Colon
Email: scolon20@ccc.edu

Department Chair: David Nurnberger & Ismail Mehmeti,
Co-chairs

Plan Title: Using Pre and post tests to assess improvement in students' critical thinking skills.

Part A: Initial Plan: due to your assessment coordinator for review before the Aug 26 Assessment Committee meeting

Part B: Midsemester Update: due to your assessment coordinator for review before the Oct 21 Assessment Committee meeting

Part C: Further Updates: due date will be determined

The current submission is which of the following:

Initial Plan

Mid-year update date: _____

Final Report date: Sept 2012

College Mission: Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

Program/Discipline Mission: The mission of the Department of Visual and Performing Arts is to provide a foundation of outstanding technical, creative and conceptual training. In order to accomplish our mission, all of our disciplines lead to learning objectives that prepare our students to critically think, read, and pursue humanistic values and professionalism within the arts. By providing our students with a solid skill set, they are enabled to successfully attain their potential and utilize their talents more effectively. The mission of the Department of Visual and Performing Arts is to provide a foundation of outstanding technical, creative and conceptual training. In order to accomplish our mission, all of our disciplines lead to learning objectives that prepare our students to critically think, read, and pursue humanistic values and professionalism within the arts. By providing our students with a solid skill set, they are enabled to successfully attain their potential and utilize their talents more effectively.

A. Initial Assessment Plan

Area of Focus:

Critical thinking.

Your department efforts are to improve learning in what topic/area?

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Evidence: Wright College's 2010 CAAP Scores indicated lower achievement in the areas of reading and critical thinking.

What past results have led your department to conclude that this is an area needing attention?

Course(s) of Interest: Speech 101: Fundamentals of Speech Communication

What courses will be involved in your plan?

**Intended Program
Student Learning
Outcomes (SLOs)**

List each relevant SLO that this project pertains to.

Involved Faculty: Speech 101: Maria Jaskot-Inclan, Joseph Knudsen, Susan Colon

List the instructor(s) participating in the assessment process for each outcome listed above.

**Assessment/Intervention
Process**

Address the following questions:

What approach will be used?

Why was this process selected?

How will student learning be measured?

When will data collection be completed?

Who will analyze the results?

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B. Midyear Update – due Oct 21

Completely describe all actions that have occurred since this past August with respect to your department's Assessment Plan.

Attach any relative documents (rubrics, surveys, other assessment tools).

Are there any obstacles to the implementation of the plan that the Assessment Committee should know about or can assist with?

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Part C – due TBD

**Summary of Results and
Analysis of Data
Collected**

What were the results of
the assessment process?

What was learned from
the results?

**Department of Visual and Performing Art / Speech
Speech 101 *Fundamentals of Speech Communication* Assessment Report
January, 2011- April, 2012**

Prepared by Maria Jaskot-Inclan, Ph.D.

Description of what the project was assessing and why.

Students enrolled in Speech 101 *Fundamentals of Speech Communication* (pilot program) have engaged in the Personal Report of Communication Apprehension (PRCA-24), an instrument concerning a person's feelings about communication with other people in four communication contexts: group discussion, meetings, interpersonal conversations, and public speaking.

- How the assessment was performed.

This assessment is given twice, at the beginning and at the end of the semester. This was phase I of this assessment project and it was a pilot project. A full-time instructor completed the assessment for all class sections twice a semester and other instructors completed the assessment voluntarily.

- If results have been collected, a summary of the results from the project and what the results mean (or, if no data has been collected or analyzed yet, a prediction of what the results may be and what they may mean would be interesting and sufficient).

The data results show students who have successfully completed the semester-long speech communication course, are confident and show less comprehension than they did before they took the course. The survey measured student gains intrapersonal, interpersonal, and public communication in at home, at school, and in the workplace.

- A description of how the results will be used to make changes/improvements.

The results show that students will benefit by continued engagement in speech communication activities both in and out of the classroom. In the FY13 Annual Plan and Budget proposal, Speech has asked to create a speech lab/center (similar to The Writing Center) to fully support all students in becoming effective communicators.

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