

PET FORM
Planning and Evaluation Tracking
(2012-2013 Assessment Period)

Communications & Theatre

Person Responsible for this Division: Lynae' Jacob

Department of: Speech

Primary Person Responsible for this Form: Lynae' Jacob

Purpose Statement (With Last Updated Date): Prepare students to communicate confidently and effectively in public, small group, interpersonal, and intercultural contexts (Last reviewed Fall 2012).

Goal Statement #1: Expand Student Success by ensuring students' awareness of effective communication and their understanding of the factors influencing successful communication in a variety of settings.

Outcome/Objective Statement #1A:

At the end of the semester of the Public Speaking class, 75% of the students will answer correctly 20 out of 25 multiple choice questions on effective communication. No Excuses Goal I: completion of courses with a C or better.

- Results (If Applicable, Provide Numbers and Percentages for Quantitative Data)
 - o **2010-2011 Data:** Numbers = 20 out of 25 and Percentage =s 60 %
 - o **2011-2012 Data:** Numbers = 20 out of 25 and Percentage =s 50.5%
Pretest was given to students during the first week of class in the Fall of 2011. The average grade was 68.8. The average on the post test in the same classes was 76.
50.5% of the students answered correctly 20 out of 25 multiple choice questions on effective communication.
 - o 73.4% of Speech students in Fall 2011 completed courses with a C or higher.
- Analysis
 - o Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
Analysis: Fall 2011. Student scores increased from a high D average to a C average. Benchmark was not met.
- Improvements
 - o List any Improvements Made in the **2011-2012** (Last Academic) Year:
A question was added to the pre and post test to determine ethnicity of students. This information can be used to determine the success rates of minorities in accordance with Strategic Plan Goal #1. The reporting of minority enrollment in classes should aid in discerning if number of African-American and Hispanic students graduating annually is increasing by the Goal amount of 14.6% and 14.8% respectively
 - o Evaluate Why Improvements Were Successful/Were Not Successful: Question was added to Fall 2012 test. Results are not yet available. Pre and Post test have been analyzed according to aggregate results. Benchmarks were not met this year.

- o What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):
None

- Recommendations/Actions for **2012-2013**

- o Person Responsible (Who will complete the action?):
Speech Faculty
 - o Action Plan:
 - Increase testing sample size.
 - In order for faculty members to improve student results, the test will now be analyzed according to individual questions and faculty sections. (Tests were labeled alphabetically.) Faculty would then know which questions student were missing and know where to focus their efforts.
 - o Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
Fall 2012
 - o What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details):
None
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Goal Statement #2: Increase students' confidence in their communication skills.

Outcome/Objective Statement #2A

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Annually, at the end of a Public Speaking class, 70% of the students will indicate their confidence level has improved by averaging in the 1 to 2 point range on a 5 point Likert scale.

- Results (If Applicable, Provide Numbers and Percentages for Quantitative Data)

Students completed a self-assessment survey in the Spring of 2011. Five questions were designed to determine if students feel more confident about their speaking abilities and confidence level after taking the Public Speaking course.

1 = strongly agree

2 = agree

3 = neutral

4 = disagree

5 = strongly disagree

- o **2010-2011 Data:** Numbers = 40 out of 67 and Percentage = 59.70%

Average responses to each question ranged from 1 to 2.2.

- o **2011-2012 Data:** Numbers = 71 out of 104 and Percentage = 68.27% (average score of 1 to 2 points)

Average responses to each question ranged from 1.9 to 2.3.

- Analysis

Provide Previous Data/Result Analysis

(Include if benchmark was met and how results relate to outcome statement): Student confidence level and perceive skill levels were positive as scores ranged from 1 to 2.2. The overall average percentage of students scoring an average score of 1 to 2 points increased by 18%.

- Improvements

- o List any Improvements Made in the **2011-2012** (Last Academic) Year:

Speech Faculty increased focus on creating relationships in the classroom in order to improve confidence levels.

- o Evaluate Why Improvements Were Successful/Were Not Successful:

It was successful because the confidence level scores improved.

- o What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):

None

- Recommendations/Actions for **2012-2013**

- o Person Responsible (Who will complete the action?):

Lynae' Jacob and other Speech Faculty

- o Action Plan:

Continue assessment at the Fall 2012 semester. Check for accuracy of findings and consistency.

- o Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):

Fall 2012 (end of semester)

- o What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details):

None

Goal Statement #3: Identify and eliminate roadblocks to student success and provide sufficient learning space and technology in accordance with Strategic Plan Goal 2.3 and 4.2 (AC Strategic Plan through 2015: Strategy 2.3, Strategy 4.2, and Strategy 4.6) and No Excuses Goal IV: Persistence from term to term and year to year.

Outcome/Objective Statement #3A

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Access to faculty and classrooms should become more centralized and accessible. New classrooms and offices will be finished and open to students. Smart Classrooms will provide improved technology. New Department Assistant will provide cohesion and assistance to both students and faculty (AC Strategic Plan through 2015: Task 2.3, Task 4.2.1, and Task 4.6.1). Continue to collaborate amongst faculty and use up-to-date technology in our classes.

- Results (If Applicable, Provide Numbers and Percentages for Quantitative Data)

As a result of moving into the finished Parcels Hall construction, faculty are centrally located near most classes providing improved colleague collaboration and better student access to teachers. Department Assistant is available to both faculty and students in close proximity. The Department Assistant is bilingual, eliminating a language roadblock for Hispanic students. Classrooms are now equipped with Smart Cart technology. This technology allows students to enhance presentations using “real world” software platforms. Enrollment numbers in specialized sections will be evaluated.

- Analysis

- Provide Previous Data/Result Analysis

(Include if benchmark was met and how results relate to outcome statement):

Access, location, technology and assistance have all improved significantly. Access to food (removing a barrier of hunger and poverty) has also increased because of the AC Pantry.

AC Pantry gave out 102 sacks of groceries during the Spring and Summer semesters. (Feb 2012-July 2012)

- Improvements

- List any Improvements Made in the **2011-2012** (Last Academic) Year:

Faculty and Assistant reported student interaction which improved access and eliminated roadblocks.

Reports are used both for PET reporting and the Achieving the Dream Initiative.

In the Spring of 2012, the Speech Department started a school-wide food pantry thereby reducing the barriers of hunger and poverty.

Handouts are being placed on website to make them more accessible.

Hybrid courses have been added to the schedule to improve accessibility and twelve week classes have been added to increase success rate for late starters.

Honors sections have been added in Public Speaking and Business & Professional.

- Evaluate Why Improvements Were Successful/Were Not Successful:

Reports made faculty and staff in department aware of specific situations students are facing and what the department can do to help them. This knowledge helped inspire the AC Pantry.

Several changes have eliminated roadblocks to student success.

- What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):

AC Foundation Fund was created for AC Pantry. The Pantry is sustained 100% by donation.

- Recommendations/Actions for **2012-2013**

- o Person Responsible (Who will complete the action?):
[Lynae Jacob and Karen Logan](#)
- o Action Plan:
[The AC Pantry will expand to other AC campuses.](#)
- o Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
[West Campus will open a Pantry branch by Fall 2012.](#)
- o What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details): [None](#)