

Institutional Effectiveness Report

Name of Program/Department: *Speech Program*

Year: 2017-2018

Name of Preparer: *Dr. Bryan Fisher*

Program Mission Statement

The Mission of the Speech Program is to equip students with the skills needed to formulate and deliver a wide variety of messages. Such skills include message structure, audience analysis, researching and supporting ideas and arguments, using language effectively, and effective delivery. The speech program is designed to prepare students for success in a world in which oral proficiency is often rated as one of the most important skills one can possess.

Program Learning Outcomes (PLOs)

1. Demonstrate and advance academic integrity in all interactions.
2. Demonstrate the ability to use tools and technologies appropriate for the communication professions.
3. Demonstrate the ability to think independently, critically, and creatively.
4. Demonstrate the ability to speak correctly and clearly in forms and style appropriate for specific audiences and purposes they serve.
5. Demonstrate the ability to gain the required skills, knowledge, and dispositions to effectively communicate with audiences and purposes they serve.

Executive Summary of Report (one-page maximum)

In the 2017-2018 academic year, SPCO 101 was assessed to determine the extent to which the course equipped students to demonstrate the competencies necessary for effective public speaking. Two Student Learning Outcomes from SPCO 101 were identified as indicators of whether or not the course not only equipped students with the ability to demonstrate the competencies, but also whether or not they felt more confident in their abilities to demonstrate the competencies.

Each Student Learning Outcome was measured with its own instrument. SLO 1.0 which measures actual student performance, was a direct measure using the *Competent Speaker Evaluation Form (2013)* published by the National Communication Association. SLO 2.0 was an indirect measure using a 5 question Likert-style scale survey administered to students.

Targets for both Student Learning Outcomes were surpassed. The target for SLO 1.0 was 70%, and the actual percentage was 87.5%. The target for SLO 2.0 was 80%, and the actual percentage was 87.7%. While both targets were surpassed, strategies and approaches for improvement are offered in the report.

Student Learning Outcomes (SLOs)

SLO1.0: 70% of students in SPCO 101 will improve their overall performance on eight speaking competencies at the end of the semester (Benchmark = 73%).

SLO 2.0: 80% of students in SPCO 101 will indicate a positive endorsement level of 80% or higher when describing their confidence in their ability to perform five speaking competencies (New measure. No benchmark).

Assessment Methods

SLO1.0: 70% of students in SPCO 101 will improve their overall performance on score eight speaking competencies at the end of the semester (Benchmark = 73%) as measured by the National Communication Association (2013) *Competent Speaker Form*.

SLO 2.0: 80% of students in SPCO 101 will indicate a positive endorsement level of 80% or higher when describing their confidence in their ability to perform five speaking competencies (Benchmark = 81%) as measured by a 5-question Likert-styled survey.

Assessment Results

SLO 1.0: 87.5% % of students taking SPCO 101 improved their posttest score on eight speaking competencies as measured by the Competent Speaker Form published by the National Communication Association (2013). This outcome represents a 22% positive change over 2016-2017 and since our target was 70%, the goal was achieved.

SLO 2.0: 87.7% of students taking SPCO 101 indicated that they agreed or strongly agreed that they felt more confident in their ability to perform five speaking competencies as measured by a 5-question Likert-style scale. This outcome represents an 8% positive change over 2016-2017 and since our target was 80%, this goal was achieved.

Action Items

SLO 1.0: 87.5% of students taking SPCO 101 improved their posttest score on eight speaking competencies, as measured by the Competent Speaker Form published by the National Communication Association (2013). As our goal was 70%, the target was achieved. While we surpassed our target, the faculty in the Mass Communication Department met and decided that more could be done to improve this learning outcome. Based on the data, the Speech Program will take the following steps in 2018-2019 to improve student outcome in this area. Using an electronic version of the 2013 Competent Speaker Form will allow computer analysis of all eight individual competencies on the form. In addition to tracking student overall performance on the competencies (as we have been), we have tracked performance on each of the eight competencies. Based on this data, we will refine our coursework even further.

SLO 2.0: 87.7% of students taking SPCO 101 indicated that they agreed or strongly agreed that they felt more confident in their ability to perform five speaking competencies as measured by a 5-question Likert-style scale. As our goal was 80%, the target was achieved. While we surpassed our target for SLO 2.0, the faculty in the Mass Communication Department met and decided that more could be done to improve this learning outcome. Based on the data, the Speech Program will take the following steps in 2018-2019 to improve student outcome in this area. We began to use an electronic version of our survey that students will complete online. One immediate benefit is that we will survey all students taking SPCO 101. Further, the electronic form allows for computer analysis of each of the five competencies on the survey individually. This data will highlight areas needing improvement and allow us to make pedagogical changes in our course.

Appendix

SLO 1.0 Assessment procedure:

We measured student ability two times during the course. The first assessment was given at the beginning of the course when students delivered their informative speeches, and the second was given at the end of the course when students presented their persuasive

speeches. Through this process, we were able to measure the performance of students from the pre-test to the post-test period.

Before each semester began, all Speech 101 instructors were given a randomly generated set of five numbers, each under twenty. By applying these five numbers to their rosters, instructors identified the random list of five students to assess in each of their sections.

During the first major speech, the informative speech, all Speech 101 instructors used the *Competent Speaker* evaluation form to assess these five students in each of their sections. Designed by the National Communication Association, the *Competent Speaker* form includes eight measures as follows:

- 1) *Chooses and narrows a topic appropriately for the audience and occasion.*
- 2) *Communicates thesis/purpose in a manner appropriate for the audience and occasion.*
- 3) *Provides supporting material (including electronic and non-electronic presentational aids) appropriate for the audience and occasion.*
- 4) *Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.*
- 5) *Uses language appropriate for the audience and occasion.*
- 6) *Uses vocal variety in rate, pitch, and intensity (volume) to heighten and maintain interest appropriate for the audience and occasion.*
- 7) *Uses pronunciation, grammar, and articulation appropriate for the audience and occasion.*
- 8) *Uses physical behaviors that support the verbal message.*

Students received either a 1 (unsatisfactory), a 2 (satisfactory), or a 3 (excellent) in each of the eight measures. Thus, the total score received is between eight and twenty-four.

These same five students in each section were then evaluated using the same form and guidelines during their presentations of their persuasive speeches near the end of the semester. Their performances on each evaluation were then compared.

Competent Speaker Evaluation Form (2013)

Reference: <http://www.une.edu/sites/default/files/Public-Speaking2013.pdf>

SLO 2.0 Assessment procedure:

At the end of the semester, all Speech 101 students are asked to complete an online self-report survey that measures the level to which they think they have improved. It is a five-question survey using a Likert-style scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

The self-report survey measures the extent to which, after taking the course, students feel more confident in their ability to:

choose and narrow a topic for a given audience and a given amount of speaking time.

gather quality research material to support thesis and main points.

organize material into a clear message and easy-to-follow progression.

use appropriate and effective language for a given audience and speaking situation.

offer a clear and smooth delivery of the message.