Name of Program/Department: *Speech Program*
Year: 2018-2019
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

In the 2018-2019 academic year, students in Speech 101 were assessed to determine the extent to which the course equipped them to demonstrate the competencies necessary for effective public speaking. The instruments used for the assessment included one direct assessment and one indirect assessment.

The benchmark for the direct assessment was set at a 5% improvement from their first speech to their last speech in all eight of the speech competencies measured. Results show that the benchmark was surpassed in all eight areas. The results also indicate that a change to the way we set our benchmark may make our direct assessment more precise and effective.

The benchmark for the indirect assessment was set as follows: 80% of responding students will offer a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey. Results show that this benchmark was surpassed and a vast majority of students feel more confident in their speaking abilities.

Student Learning Outcomes (SLOs)

SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.

SLO 2.0: Students will learn to analyze the needs and interests of a given audience.

SLO 3.0: Students will learn to recognize quality research and offer support for the content of the message.

SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion.

SLO 5.0: Students will learn effective delivery skills.

Assessment Methods

DIRECT:

All five SLOs were assessed using the *Competent Speaker* form designed by the National Communication Association. With this instrument, 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 impact of the course on student ability.

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.

For the first major 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 competencies 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 competencies. The total score received was between eight and twenty-four.

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

The *Competent Speaker* assessment tool directly measures each of the desired SLOs.

SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.
                    Addressed by competencies 1, 4

SLO 2.0: Students will learn to analyze the needs and interests of a given audience.
Addressed by competencies 1, 2, 3, 4, 5, 6, 7

SLO 3.0: Students will learn to research and offer support for the content of the message.
Addressed by competency 3

SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion.
Addressed by competencies 5, 7

SLO 5.0: Students will learn effective delivery skills.
Addressed by competencies 6, 7, 8

Statistical analysis of the results of the *Competent Speaker* assessments will allow us to measure the improvement between the pretest (first speech) and the posttest (last speech) for each of the each of the eight competencies and the five SLOs.

BASELINE: There is no baseline established as our method for measuring individual competencies is newly developed.

BENCHMARK: Assessed students will improve their score on each of the eight competencies from their first major speech to the last major speech by an average of 5%.

TARGET: In the next three to five years assessed students will increase their score by an average of 10% on each of the eight competencies from their first major speech to their last major speech.

INDIRECT:

At the end of each semester, all Speech 101 students are asked to complete an online self-report survey that measures the extent to which they perceive 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 asks the extent to which, after taking the course, they 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.

Statistical analysis of the results of the self-assessment allowed us to measure the extent to which students feel they improved for each of the five SLOs.

SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.
Addressed by measures 1, 3

SLO 2.0: Students will learn to analyze the needs and interests of a given audience.
Addressed by measures 1, 4

SLO 3.0: Students will learn to research and offer support for the content of the message.
Addressed by measure 2

SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion.
Addressed by measure 4

SLO 5.0: Students will learn effective delivery skills.
Addressed by measure 5

BASELINE: The indirect assessment has been administered for the past two years. However, there is no precise baseline for this assessment because we have moved to a more effective and more precise analysis of the data.

BENCHMARK: 80% of responding students will offer a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey.

TARGET: In the next three to five years, 85% of students will offer a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey.

ALIGNMENT WITH THE GENERAL EDUCATION GOALS OF THE UNIVERSITY

Applicable General Education Goals:

Goal 1. The ability to write and speak English clearly, logically, creatively, and effectively.

Goal 2. The ability to read and listen with understanding and comprehension.

Goal 3. The ability to use technology to locate, organize, document, present, and analyze information and ideas.

Goal 7. The ability to recognize the diverse cultural heritages and other influences which have shaped civilization and how they affect individual and collective human behavior.

Goal 9. The ability to reason logically and think critically in order to develop problem-solving skills and to make informed and responsible choices.

SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.
Addresses General Education goals 1, 3, 9

SLO 2.0: Students will learn to analyze the needs and interests of a given audience.
Addresses General Education goal 7

SLO 3.0: Students will learn to research and offer support for the content of the message.
Addresses General Education goals 2, 9

SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion.
Addresses General Education goal 1

SLO 5.0: Students will learn effective delivery skills.
Addresses General Education goal 3

Assessment Results

DIRECT:

In the 2018-2019 academic year, 127 students were assessed using the direct measure. As indicated in the table below, the benchmark of a 5% improvement from the first major speech (Group 1) to the last major speech (Group 2) in each of the eight competencies was surpassed.

Report

Group		Competency One	Competency Two	Competency Three	Competency Four	Competency Five	Competency Six	Competency Seven	Competency Eight	Average Total 8 Comp	%
1	Mean	2.33	2.13	2.04	2.06	2.27	1.87	2.28	1.99	2.1	70.7
	Average %	77.69	70.87	67.98	68.5	75.66	62.4	76.12	66.4		
	N	127	127	127	127	126	125	127	127		
2	Mean	2.56	2.61	2.46	2.5	2.47	2.28	2.59	2.36	2.5	82.6
	Average %	85.3	86.88	82.15	83.2	82.41	76	86.35	78.57		
	N	127	127	127	127	127	125	127	126		
Dif.		7.61	16.01	14.17	14.7	6.75	13.6	10.23	12.17		

As the extent to which the five SLOs are achieved is determined by student performance in each of the eight competencies, the results suggest that all five SLOs were achieved. In fact, the results on some of the competencies surpassed the long-term target. This, in addition to the wide range of results among the competencies suggests there might be a more effective way to set analyze the data and set benchmarks and targets. This will be addressed in the Action Items section.

SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.
                Addressed by competencies 1, 4

SLO 2.0: Students will learn to analyze the needs and interests of a given audience.
                Addressed by competencies 1, 2, 3, 4, 5, 6, 7

SLO 3.0: Students will learn to research and offer support for the content of the message.
                Addressed by competency 3

SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion.
                Addressed by competencies 5, 7

SLO 5.0: Students will learn effective delivery skills.
Addressed by competencies 6, 7, 8

INDIRECT:

In the 2018-2019 academic year 327 students completed the indirect measure. The benchmark of 80% of assessed students offering a positive endorsement (indicate *agree* or *strongly agree*) on each of the five questions on the Likert-styled survey was surpassed. Results:

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

choose and narrow a topic for a given audience and a given amount of speaking time. **85.3%**

gather quality research material to support thesis and main points. **87.5%**

organize material into a clear message and easy-to-follow progression. **85.9%**

use appropriate and effective language for a given audience and speaking situation. **86.2%**

offer a clear and smooth delivery of the message. **83.5%**

As the extent to which the five SLOs are achieved is determined by student performance in each of the eight competencies, the results suggest that all five SLOs were achieved.

SLO 1.0: Students will learn to create a clearly structured message for a given amount of presentation time.
Addressed by measures 1, 3

SLO 2.0: Students will learn to analyze the needs and interests of a given audience.
Addressed by measures 1, 4

SLO 3.0: Students will learn to research and offer support for the content of the message.
Addressed by measure 2

SLO 4.0: Students will learn to use language effectively to convey content and evoke emotion.
Addressed by measure 4

SLO 5.0: Students will learn effective delivery skills.
Addressed by measure 5

Action Items

DIRECT:

The results of the direct measure indicate that students are benefitting from the instruction in Speech 101 classes and that the five SLOs are being achieved. The data also illustrates that while all positive, the results among the eight competencies vary greatly. To account for this, next year we will change how we will set our benchmark. Rather than setting an absolute percentage improvement mark (as we did this year- -5% for all competencies), we will make it relative to the baseline. For example, the average improvement for competency one was 7.61 and the average for competency two was 16.01. For next year, we can set our benchmark and target based on these baseline results. This was impossible this year as we had no baseline to use.

Further, as we get more results we can look closely at the individual competencies to identify the areas in which instruction may be improved.

INDIRECT:

The results of the indirect assessment indicate that Speech 101 instruction has been successful in building student confidence in regard to all five SLOs. Our assessment tool allows us to see the specific areas in which students indicate varying levels of confidence. As we build more data, we should be able to see the areas that, while good, could use improvement.

APPENDIX

Link to direct measure instrument:
https://www.surveymonkey.com/r/Speech_Evaluation_Form

Link to indirect measure instrument:
https://www.surveymonkey.com/r/SPE101_ENDOFCOUR_TEST