Liberal Arts Essentials Course Assessment Report

Course: SPCO 200-2 Fundamentals of Speech, Spring 2009

Writing Unit: Yes

Instructor: Harman

Methods: Rubric for Evaluation of Final Speech, Student Perception, Analysis, and Expression Survey

LAE Category: Core Requirement: Speaking

Goal 1: Muskingum students will develop skills in perception, analysis, and expression.

Learning Objective: A Muskingum College student will be able to define a meaningful issue (or problem) related to an academic area of study, formulate a position (or solution or argument) on that issue, and communicate his or her position effectively to a professional audience.

A. STUDENT OUTCOMES

<table>
<thead>
<tr>
<th>Student will define meaningful issue, formulate a position, and communicate position</th>
<th>Number and percentage of students exceeding expectations</th>
<th>Number and percentage of students meeting expectations</th>
<th>Number and percentage of students failing to meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Stream of Evidence (Rubric for Final Speech)</td>
<td>3</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>14.3%</td>
<td>85.7%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>2nd Stream of Evidence (Student Perception, Analysis, and Expression Survey)</td>
<td>---</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>90.5%</td>
<td>9.5%</td>
<td></td>
</tr>
</tbody>
</table>

B. STUDENT WORK EXAMINED

Summarize the tasks used to measure the objective and attach a copy of each (from departmental assessment instrument or other sources).

Stream 1: The students delivered a final persuasive speech using multimedia support. This assignment asks students to formulate a position on a question of policy currently in place. After identifying a need for a change in terms of causes, effects, and an appropriate course of action to adopt, students seek to
motivate their audience to act in an appropriate manner to satisfy that need. To do so, students are encouraged to incorporate motivational appeals, multimedia visual aids, and a passionate, rehearsed delivery. Content areas are examined in terms of credibility, fluency, preparation, and ability to respond to audience feedback. See Appendix 3: Speech #5: To Actuate

The materials used to prepare the speech (outline, speaking notes, reference list, and PowerPoint slides) and the speech itself were evaluated using the 3 topics on the rubric for assessing LAE Goal 1 (attached).

Stream 2: At the end of the course, students completed a 4 question Student Perception, Analysis and Expression Evaluation Survey sample attached.

C. SCORING CRITERIA

*Explain the criteria used to evaluate student performance in relation to the learning objective. Attach copies of measurement instrument or rubric.*

Stream 1: The final speeches were evaluated against a rubric (attached) assessing each of the three parts of the learning objective (define a meaningful issue or problem, formulate a position/solution/argument, communicate position effectively). Each of the three areas was assigned a numerical value:

<table>
<thead>
<tr>
<th>Numerical Score Value</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning</td>
<td>Developing</td>
<td>Accomplished</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

Each speaker’s three scores were averaged together to determine an overall score.

**Failing to meet expectations** was defined as an average of: 1.00 - 1.67
**Meeting expectations** was defined as an average of: 2.00 - 3.33
**Exceeding expectations** was defined as an average of: 3.67 - 4.00

Stream 2: The questionnaire contained four statements asking for a level of agreement or disagreement for each. Strongly agree = 5 points, Strongly disagree = 1 point. The four scores for each student were averaged:

**Failing to meet expectations** was defined as an average of 3.5 or below. A 3.5 represents a score average containing at least 2 neutral responses, representing a significant level of uncertainty or lack of confidence in his or her speaking skills as expressed at the conclusion of the course.

**Meeting expectations** was defined as an average of 4.0 or above.

**Exceeding expectations** was not defined for this stream. Students are expected to feel more confident coming out of the course. Given the nature of these statements, there is no way to determining if the
level of confidence exceeds our expectations.

D. Analysis/Reflections on the student learning outcomes: Why do you think the students performed as they did in this class? What might be done to improve their performance?

The information gathered from the two streams of evidence suggest that this course is functioning as expected. SPCO 200: Fundamentals of Speech is designed to provide multiple, structured, increasingly more complex opportunities to stand in front of an audience and communicate a well-researched and rehearsed message. In spite of the difficulties students might have with some of the specific aspects of the course (e.g. outlining, reference list formatting, language usage) almost all students show progress simply because they have had multiple opportunities to speak in a focused, controlled environment with specific feedback and guidance about how to make adjustments. Students recognize this progress as displayed in their positive response to the questions in the second stream:

Strongly Agree = 5, Strongly Disagree = 1

1. I am a better speaker now than when I first entered the course. Mean 4.38  SD 0.59

2. I better understand how to effectively define issues or problems of significance for an extended audience than I did at the start of the course. Mean 4.19  SD 0.68

3. I feel better equipped to formulate a position, solution, or argument than I did at the start of my public speaking course. Mean 4.24  SD 0.77

4. If presented with a public speaking situation in the future, I feel better equipped to handle it than at the start of my course. Mean 4.52  SD 0.51

Individually, there were no responses lower than a 3 (neutral) for any of the statements. As mentioned in the explanation of scoring criteria, the threshold for categorizing a student as not meeting expectations was an average of 3.5 across his or her four scores. In this data set a 3.5 score contains two neutral (3) responses. Virtually all the neutral scores were in response to statements two and three. It is possible that the wording in those two statements were confusing.

To the best of my recollection, extended audience was not a term that was discussed in this section. Argument is also not a term I used much in discussing persuasion. So it is possible students were simply being cautious in responding to something of which they were unsure. Statement four received the most positive response with a high degree of agreement.

In terms of improving performance, the results suggest that the course is accomplishing its purpose. The student responses support the instructor's assessment. In almost every class, there are usually several students with varying degrees of speech apprehension. Even after all the speaking opportunities, they fail to develop any level of confidence because of a deep fear of public speaking. These students require personalized, intensive support and are often unwilling to subject themselves to this additional stress.
E. Reflections on the assessment process
How might the course-embedded assessment process be improved? Ideas for possible revisions of listed learning objective(s) related to the goal are especially welcome.

I think the process involving both the rubric and student questionnaire worked well. The only part I had trouble with was manipulating the information to provide the student outcomes data following the sample in the template. I created the scoring translation categories myself. I’m not sure that the department considered this aspect and so I expect to take this procedure back to the department for review, revision, and adoption.
# Rubric Template
(Assessing the first Goal for Student Learning in L.A.E.)

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing (2)</th>
<th>Accomplished (3)</th>
<th>Exemplary (4)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student will be able to define</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a meaningful issue or problem</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Student put forth an issue that lends itself to readily available answers.</td>
<td>Student posed a focused issue with significant meaning.</td>
<td>Student posed a provocative issue with deep meaning.</td>
<td></td>
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<tr>
<td>Student will formulate a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>position (or solution or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>argument)</td>
<td></td>
<td>Student formulated a response, albeit questionable</td>
<td>Student formulated a standard, expected position.</td>
<td>Student formed a solid position with significant meaning.</td>
<td></td>
</tr>
<tr>
<td>Student will communicate his</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or her position effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student gave ideas that clearly connected to his/her position</td>
<td>Student presented the position with clarity and special emphasis on significant points</td>
<td>Student presented the position with clarity, style, and grace</td>
<td></td>
</tr>
</tbody>
</table>
SPCO 200 Fundamentals of Public Speaking

Student Perception, Analysis, and Expression Evaluation Survey

Focuses on tracking the development of the skills named in LAE Goal 1 Learning Objectives as perceived by students who have completed the course.

1. I feel I am a better speaker now than when I first entered the course.

2. I better understand how to effectively define issues or problems of significance for an extended audience than I did at the start of the course.

3. I feel better equipped to formulate a position, solution, or argument than I did at the start of my public speaking course.

4. If presented with a public speaking situation in the future, I feel better equipped to handle it than at the start of my course.

Course Instructor: Harman
Semester: Spring 2009
Course Number/section: SPCO 200-2
Speech #5A: Rehearsal of Speech to Actuate (25 points)

Speech #5B: Speaking to Actuate: A Persuasive Speech Using the Motivated Sequence (100 points)

Requirements:
1. This speech is delivered to persuade your audience to individually do something involving a question of policy. Re-read the relevant material in chapter 24.

2. 6 - 8 minutes (The time limit will be strictly enforced. A significant points penalty will be assessed for speeches over/under. I will verbally ask you to stop at 8:15.)

3. A typed detailed, full-sentence working outline is required and will be submitted before you begin speaking. As always, list the title, general purpose, specific purpose, and thesis statement at the top before the introduction. Read the relevant material in chapter 14.

4. You must use all 5 steps of the Motivated Sequence to organize your speech. Label each step in the margin. (HINTS: Do not replace the main heading sentences with the MS label. Counting the intro and conclusion, you will have five main headings and 5 Roman numerals in your outline.) Read the relevant material in chapter 24.

5. APA or MLA-formatted Reference List: (At least) five quality, credible documented sources (At least three of your 5 sources must be recognizable as periodicals published either on-line or in paper form (eg., New York Times, Wall Street Journal, news magazines like Time and Newsweek). Wikipedia or other encyclopedias or personal interviews may be used but will not count as one of the five required sources. Label your reference list as APA or MLA style. Only one reference list will be submitted (on speech due date).

6. Oral Citations: Within your speech, you must include at least one oral citation of each of the five (or more) sources used to prepare your speech. The corresponding in-text citation must also be included in the preparation outline.

7. On April 8 and April 20 at the start of each class, you will have the opportunity to conduct an in-class poll of the class on any relevant area that may relate to your speech. This step is optional but you are strongly encouraged to gather information about the audience or to support a point.

8. You will create a Corel Presentations or Microsoft PowerPoint slide show using at least 6 - 10 slides to illustrate your speech. You will display these during your speech. The preferred method to get the slide show onto the computer is to send it as an attachment in an e-mail to yourself, CD, or flash drive. (Be sure your drive will work prior to your speech.). Turn in a copy of your slides with your outline and notecard(s). You may also deliver the slides through Digital Dropbox or print the slides on paper in handouts form (for the instructor only).

9. A (creative) title is required.
10. No more than 2 note cards. But you might not need any note cards. You’ll have the slides as an organizational guide. Only use the note card to remind you about some important details (such as an exact quote or statistics.)

11. Preliminary speech topics are due: Wednesday, April 8, 9:00 am  
    Finalized speech topics are due: Monday, April 13, 9:00 am

12. Speech 5A: Rehearsal Round

    * On Wednesday, April 8, we will have a number draw to determine the speaking order for this speech.

    * We will rehearse 7 speakers each class day, 4/13, 4/15, 4/17. Base on your number, come to class only one of the three days that week. Be prepared to rehearse at least two parts of your speech. You do not need to have your PowerPoint ready; in fact, we will rehearse without it.

    * You will have 6 minutes of rehearsal time (strictly timed on the stopwatch). Be prepared to adjust your delivery as the instructor provides feedback.

    * The rehearsal is worth 25 points. You will lose points if you are not adequately prepared, late, or fail to attend the rehearsal round.

13. Speech 5B: Speaking to Actuate

    * Following the same numerical order, speeches begin April 22. You must be present and give your speech the day it is scheduled. You must alert the instructor to any potential athletic event scheduling conflict before the number draw.