Course/Program Title: Public Speaking 103

Course/Program Team: M. May (lead instructor), Fulltime and Adjunct Faculty

Expected Learning Outcomes as of January 2013: Students will be able to:
- Explain the basic elements of the communication process.
- Prepare and present a clear and fluent demonstrative, informative, and persuasive presentation.
- Apply critical thinking skills to the challenges facing public speakers in our society.

Expected Learning Outcomes prior to January 2013: Students will be able to:
- Explore the basic elements of the communication process
- Prepare and deliver a clear and fluent demonstrative, informative, and persuasive presentation.
- Exhibit a satisfactory level of competence in each of the three types of speeches
- Experience a variety of delivery styles and be able to evaluate and select the delivery style most appropriate for the speaker and the occasion.
- Apply classroom experience in building speech, competence, and confidence to the occupational and/or professional goals he/she sets.
- Apply critical thinking skills to the challenge facing public speakers in our environment.
- Research using appropriate resources, including internet technology.

Assessment

All instructors assign a minimum of three prepared speeches, demonstration, informative, and persuasive. The informative speech is a documented speech, using at least two sources of information and incorporating oral citations; this speech is used to assess the student learning outcomes for the course. All instructors use a common rubric to assess the informative speech (see attached documents).

Validation

SPD 103 Course Outcome Revision Rationale

To better measure student achievement and course success, we decided to revise the outcomes used prior to 2013 to streamline data collection and identify specific areas of student weakness and strength better. To that end, we decided that creating outcomes that spoke to more specific areas of skill (and then revising the rubric to reflect these areas os skill) would help us to see where the course was reflecting the most success and where students or instructors were having difficulty meeting the course goals.

The first step of the process was to research other colleges and universities to get an idea of how other Speech programs structured their goals and assessment. Upon gathering that information, we met to discuss the pros and cons of each of the strongest examples. With those in mind, we chose to revise our outcomes to include 3 specific outcomes that focused on the communication process, crafting and delivering three types of speeches, and applying critical thinking skills to real life challenges. The problem we faced, however, was subjectively assessing these outcomes based upon the general education outcomes used to assess English in the following categories: organization, coherence, development, standard English skills, and source citation.

After revising the Speech rubric several times trying to align our assessment instrument to English, in Fall 2014, we finally decided to modify our rubric to reflect the same 4 categories as English: processes, conventions, rhetorical knowledge, and research. After doing so, we soon discovered that our outcomes were more easily and accurately assessed using the informative speech to provide consistency and continuity across programs for students to comprehend the essential requirements for oral presentation as well as written essays. With these four categories as the foundation of assessment for the informative speech, we made data collection more efficient and realistic.

After devising a draft of the new rubric, we held a department meeting and reviewed each section and skill sub-set. We also applied tentative point values to each section of the rubric, before initially piloting the rubric in the Fall 2014 semester. After piloting the rubric for one semester, we realized that we forgot to include visual aids, so we added visual aids under the category of processes for the Spring 2015 semester..

Results

Although data and statistical goals are certainly important in assessing a Speech class, we must also ensure that the transformation of subjective data (evaluation of an informative speech) into statistical data (number of students satisfying a certain outcome) is standardized.

While we expect 80% of our students to achieve 70% competency levels in all outcomes, these numbers are arbitrary until we are able to standardize the way we collect qualitative data and transform it into statistical data.

The data collected between Spring 2012 and Spring 2014 reflect information using the previous rubric.

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In the SPD 103 classes for Spring 2012, we found that the department averages indicated that of the 157 students who presented an informative speech, over 92% passed all categories of the rubric.

Course Totals for General Education Outcome 1: SP 12 -- SPD 103 Informative Speech

SP 12	Organization		Coherence		Development		Standard English Skills		Source Citation	
Course	% Pass	%Fail	% Pass	% Fail	%Pass	% Fail	% Pass	% Fail	% Pass	% Fail
SPD 103	148	9	146	11	135	22	144	13	129	29
% out of 157 Students	94	6	93	7	86	14	92	8	82	18

In the SPD 103 classes for Fall 2012, we found that the department averages indicated that of the 145 students who presented an informative speech, over 91% of students passed all categories of the rubric.

Course Totals for General Education Outcome 1: FA12 SPD 103 Informative Speech

FA 12	Organization		Coherence		Development		Standard English Skills		Source Citation	
Course	% Pass	%Fail	% Pass	% Fail	%Pass	% Fail	% Pass	% Fail	% Pass	% Fail
SPD 103	143	2	142	3	133	12	142	3	120	25
% out of 168 Students	99	1	98	2	91	9	98	2	83	17

However, the data indicated that as a department, we should pay greater attention to source citation source citation, as this category has the highest fail rate in all sections.

Likewise, this data presented a problem because the staff agreed that "passing" (above 60%) did not reflect an adequate measure of student success. We agreed that success should be defined as the achievement of the minimum grade of C (70%).

Therefore, we decided to break out the success measures into grade-specific categories so that we can see the students who are genuinely successful. Otherwise, A students are combined with D students, the latter of which we should not determine as successful per our outcomes.

As a result, we changed the databases to reflect letter grades rather than pass/fail. We also changed the rubric (see "validation" above).

In the SPD 103 classes for Spring 2013, we found that the department averages indicated that of the 151 students who presented an informative speech, over 95 % of students received A, B, and

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C grades in organization, coherence, development, and standard English skills; however, source citation remained the lowest category.

Course Totals for General Education Outcome 1: SP13 SPD 103 -- Informative Speech

SP 13	Organization			Coherence			Development			Standard English Skills			Source Citation		
Course	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F
SPD 103	73	72	6	69	73	9	59	85	7	78	68	5	53	74	24
% out of 151 students	48	48	4	46	48	6	39	56	5	52	45	3	35	49	16

Course Totals for General Education Outcome 1: SUM 13 SPD 103 -- Informative Speech

SUM 13	Organization			Coherence			Development			Standard English Skills			Source Citation		
Course	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F
SPD 103	24	34	2	15	31	8	15	17	9	29	31	2	27	30	5
% out of 62 students	39	55	3	24	50	13	31	28	15	47	50	3	44	30	5

We will continue to norm to make sure we are grading speeches in a similar way, but the data, as seen here, presents no grade inflation issues. Our data for the 2013-2014 academic year should be more valuable, since our outcomes and rubrics are now aligned and the outcomes information can be pulled directly from the rubric.

In Fall 2013, we piloted the revised rubric (using letter grades to assess each category) with only 4 faculty, so we had mixed results for that semester.

Course Totals for General Education Outcome 1: FALL 13 SPD 103 -- Informative Speech PILOT RUBRIC

FALL 13	Processes			Conventions			Rhetorical Knowledge			Research		
Course	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F
SPD 103	24	51	5	25	50	5	19	57	4	24	43	13
% out of 80 students	30	64	6	31	63	6	24	71	5	30	54	16

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Course Totals for General Education Outcome 1: FALL 13 SPD 103 -- Informative Speech
NON-PILOT RUBRIC

FALL 13	Organization			Coherence			Development			Standard English Skills			Source Citation		
Course	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F	A	B-C	D-F
SPD 103	91	19	1	85	24	1	81	29	0	93	16	1	89	20	1
% out of 111 students	82	21	5	77	28	4	73	26	0	84	14	1	80	18	1

In Spring 2014, all faculty were asked to use the revised rubric; however, one issue we had was communicating with adjunct faculty since we seldom met with them as a group.

Finally, in Fall 2014, we met with all adjunct faculty to explain not only the outcomes but also the rubric and its point value. Hopefully, our data will be more accurate in assessing our outcomes. We will also encourage adjunct feedback about the new outcomes and rubric.

Budget Justification

Professional development funds for full time faculty and stipends for adjunct faculty will be needed. These will go toward conferences, webinars, and training/norming sessions for full time and adjunct faculty.

Files referenced and attached:

- Old Speech Rubric
- Revised Rubric (Fall 2014)

Public Speaking -- Student Outcomes Assessment (used prior to 2013)

Name of Student: _____ Grade _____

Assignment: _____ Time _____

Outcomes Scoring Key: As demonstrated by assigned speech:
      1 = No understanding   2 = Little understanding   3 = Basic
understanding 4 = Very good understanding   5 = Superior understanding
The number circled best describes the command of the subject demonstrated by this presentation.

Introduction
1 2 3 4 5   Clearly engages audience with an inviting attention statement
1 2 3 4 5   Provides an insightful thesis to establish central idea of speech

Main Points
1 2 3 4 5   Provides coherent main ideas that relates to thesis
1 2 3 4 5   Provides concrete details/examples/evidence to support thesis
1 2 3 4 5   Provides sufficient explanation of topic
1 2 3 4 5   Explains and uses source material effectively
1 2 3 4 5   Is logically organized and well-developed
1 2 3 4 5   Uses effective visual aids
1 2 3 4 5   Uses effective and appropriate transitions throughout

Conclusion
1 2 3 4 5   Ends with a satisfying conclusion
1 2 3 4 5   Responds to questions well

Delivery
1 2 3 4 5   Uses an appropriate style of delivery; utilizes notes effectively
1 2 3 4 5   Maintains good posture and solid stance
1 2 3 4 5   Uses reinforcing gestures and body language
1 2 3 4 5   Maintains an expressive voice and enthusiastic demeanor
1 2 3 4 5   Enunciates clearly and maintains adequate volume
1 2 3 4 5   Maintains eye contact with members of audience
1 2 3 4 5   Employs suitable language/word choice – no slang or vulgarity
1 2 3 4 5   Speaks free of clutter (ums, ahs, you knows, likes, clichés)
1 2 3 4 5   Displays self-confidence and authority

Comments:

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Public Speaking 103 -- Student Outcomes Assessment (used 2013-Fall 2014)

Name of Student: _____   Grade _____

Introduction Points Possible = 10	Points Earned =
• Orients audience to topic effectively • Provides relevant background information • Provides an insightful thesis to establish central idea of speech	

Body Points Possible = 30	Points Earned =
• Demonstrates a thorough understanding of topic • Provides coherent main ideas related to thesis • Provides appropriate and varied evidence to support thesis • Provides sufficient explanation of topic • Considers audience's experiences, knowledge, and interests • Is logically organized and well-developed • Uses effective and appropriate transitions • Uses effective visual aids • Cites and explains source material effectively	

Conclusion Points Possible = 10	Points Earned =
• Concludes speech appropriately and effectively • Responds to questions well	

Delivery and Style Points Possible = 40	Points Earned =
• Uses notes effectively and appropriately • Conveys excitement and interest in topic • Maintains good posture and solid stance • Uses reinforcing gestures and body language • Maintains an expressive voice and enthusiastic demeanor • Enunciates clearly; maintains adequate volume • Maintains eye contact with audience • Employs suitable language/word choice – no slang or vulgarity • Speaks free of clutter (ums, ahs, you knows, likes, clichés) • Displays self-confidence and authority	

Preparation and Practice Points Possible = 10	Points Earned =
• Demonstrates time and energy in organization, preparation, and practice • Meets established time requirement	

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Public Speaking 103 -- Course Outcomes Rubric (Present rubric)

Student: _____ **Grade** _____

Assignment: _____ **Time** _____

Processes	**Points Possible = 10**	**Points Earned =**
• Demonstrates time and energy in organization, preparation, and practice • Uses effective and appropriate visual aids		
Conventions	**Points Possible = 80**	**Points Earned =**
Introduction (10) • Clearly engages audience's attention • Provides relevant background information • Provides an insightful thesis to establish central idea of speech		
Body (30) • Provides coherent main ideas related to thesis • Provides concrete details/examples/evidence to support thesis • Considers audience's experiences, knowledge, and interests. • Is logically organized and well-developed • Uses effective and appropriate transitions		
Conclusion (10) • Ends with a satisfying conclusion • Responds to questions well		
Delivery (30) • Uses an appropriate style of delivery; utilizes notes appropriately • Maintains good posture and solid stance • Uses reinforcing gestures and body language • Maintains an expressive voice and enthusiastic demeanor • Enunciates clearly; maintains adequate volume • Maintains eye contact with audience • Employs suitable language/word choice – no slang or vulgarity • Speaks free of clutter (um, ah, you know, like, clichés) • Displays self-confidence and authority		
Rhetorical Knowledge	**Points Possible = 5**	**Points Earned =**
• Demonstrates critical thinking and logical analysis • Addresses the proper audience		
Research	**Points Possible = 5**	**Points Earned =**
• Cites and explains source material effectively • Provides an accurate works cited page		

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