

Speech Assessment Report
2005-06
Part 1 – Assessment Summary for 2004-05

A. Program/Discipline Mission Statement

The ACC Speech discipline facilitates student learning through well-defined theoretical and performance-based instructional activities in a learning centered environment. Through continued assessment, we prepare students for academic transfer and careers in communication.

B. Intended Learning Outcomes

Students will be able to:

1. Phrase clear purpose statements for a well-chosen topic that is appropriate for the audience and occasion.
2. Develop specific, well-focused thesis statements for appropriately chosen topics.
3. Use an organizational plan that is appropriate for the topic, purpose, audience and occasion.
4. Develop appropriate supporting material for the audience and occasion.
5. Establish credibility by demonstrating knowledge of the topic and incorporating material from appropriate sources, using proper verbal citations.
6. Use transitions effectively to promote a smooth flow of information.
7. Prepare and use presentation aids that promote clarity and interest.
8. Use language that is appropriate for the audience, purpose and occasion.
9. Use pronunciation, grammar and articulation appropriate to the audience.
10. Use vocal variety to engage the audience and sustain interest.
11. Use nonverbal behaviors to support the verbal message.
12. Demonstrate acceptable ethical standards in research and presentation of materials.

C. Benchmark

Our benchmark is that 70% of students will achieve a proficiency of 4 or higher on the assessment criteria for the twelve competencies identified above.

D. Assessment Results

1. Historical Context

Based upon the assessment results of the 2003-04 academic year, the Speech faculty increased its focus in several areas: 1) they revised the assessment instrument and rubric; 2) they gathered demographic information from students; and 3) they gave greater emphasis to the importance of oral citations and speech delivery.

Finally, the faculty agreed to have students assess the success in achieving competencies by viewing videotapes of their speeches and writing self-evaluations, reflection papers, etc.

The competency *Main ideas fully supported with citations* did not meet the benchmark of 70% of students scoring 4 or better. It appears that students continue to need more instruction in this area.

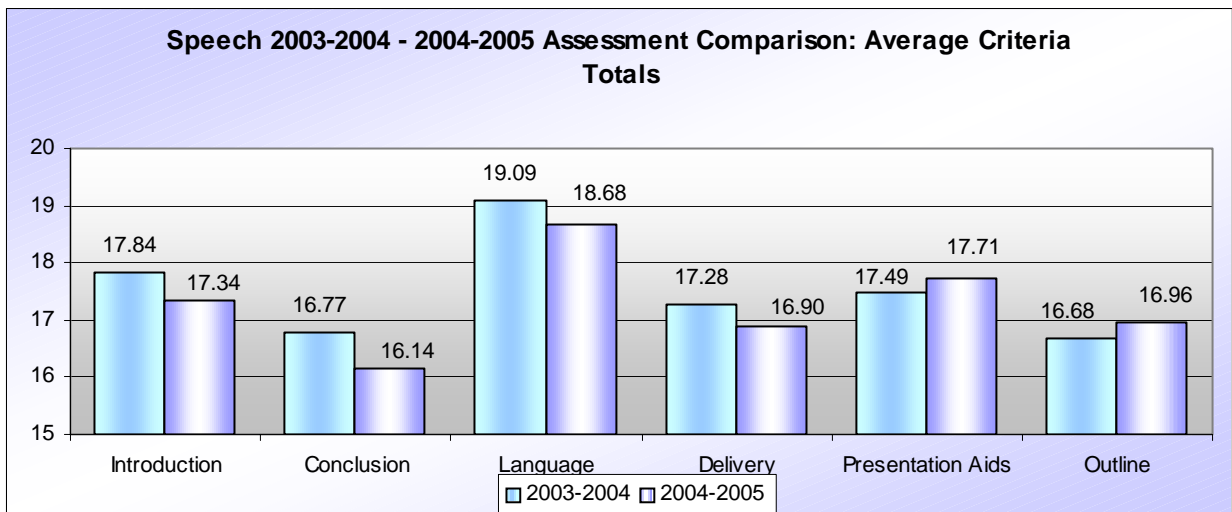
T-Tests show that the changes in the average scores from 03-04 to 04-05 for Conversational style, Adequate eye contact, and Appropriate movement and gestures (delivery competencies), are statistically significant. Adequate eye contact is the only delivery competency on which students did not meet the benchmark of 70% scoring 4 or better.

The student demographic information showed that there is no correlation between the self-assessment score and age or ethnicity. There is a medium relationship in one gender correlation; females rate themselves lower on pronunciation/grammar.

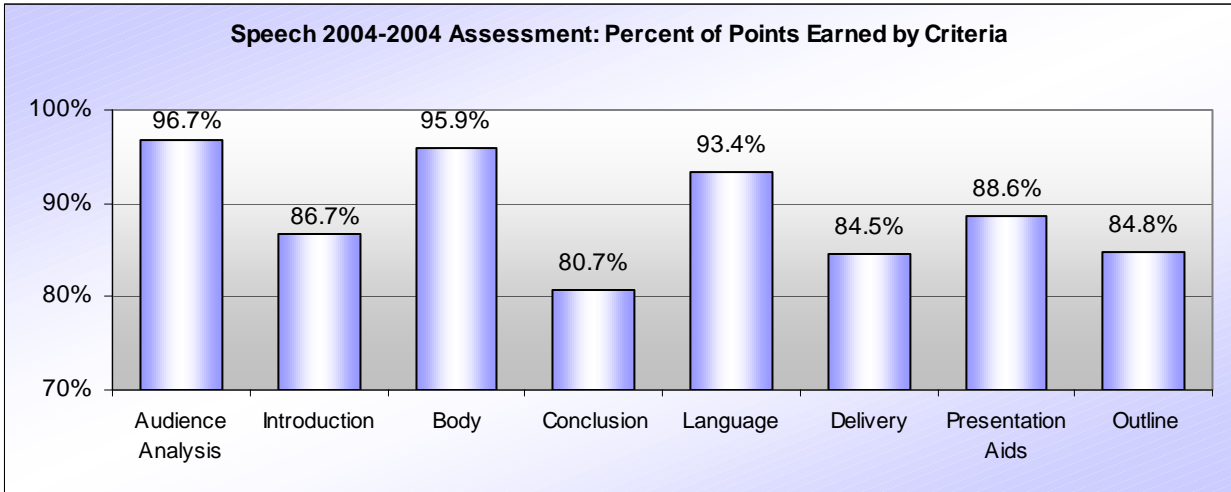
2. Current Year Data Results and Analysis

Based upon the assessment results from the 2004-2005 academic year, the speech program had proposed increasing its focus in several areas: 1) revising the assessment instrument and rubric; 2) gathering demographic information from students; and 3) giving greater emphasis to the importance of oral citations and speech delivery.

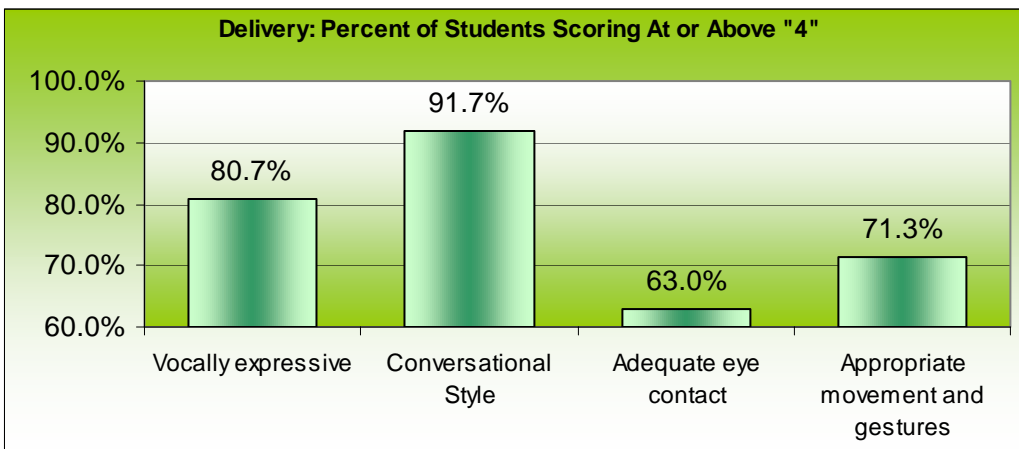
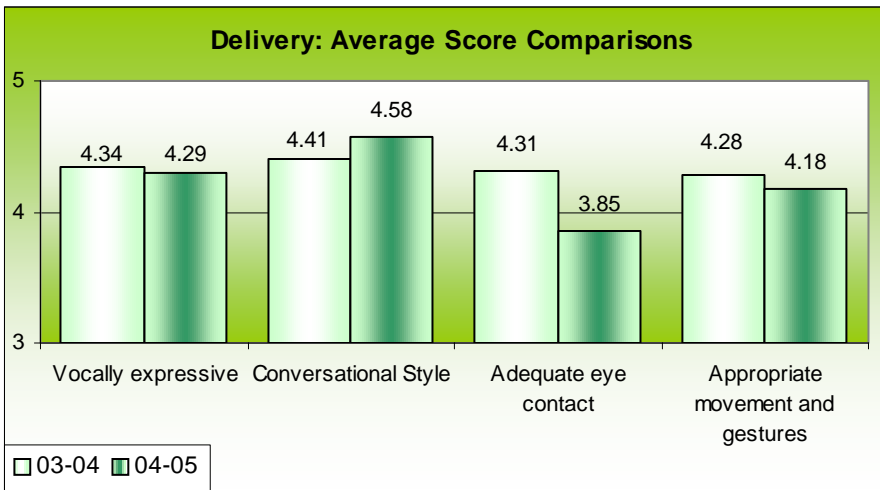
When the assessment tool was revised the Organization criteria was removed and one of the sub-criteria from Body was removed. The following chart compares the 2004-2005 criteria totals to similar 2003-2004 criteria totals. A total of 20 points are possible within each criterion.



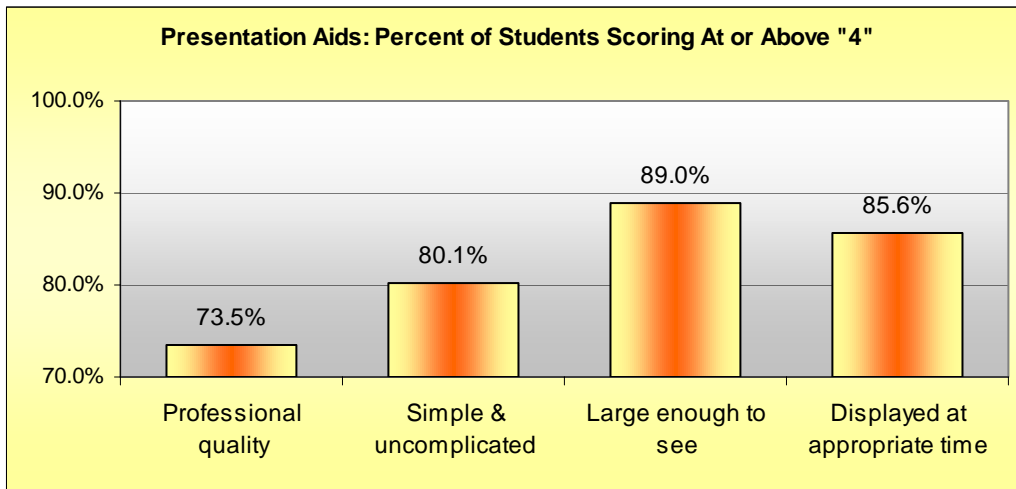
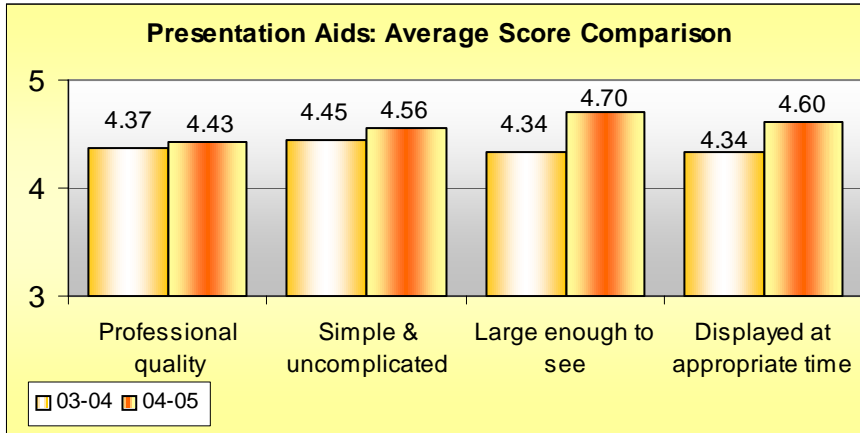
The following chart shows the percentage of points out of points possible, earned for each criterion. A total of 9.67 points were earned out of a possible 10 points in Audience Analysis. All other criteria had a possible of 20 points possible.



The following charts show the comparisons of average scores on the components of each area.

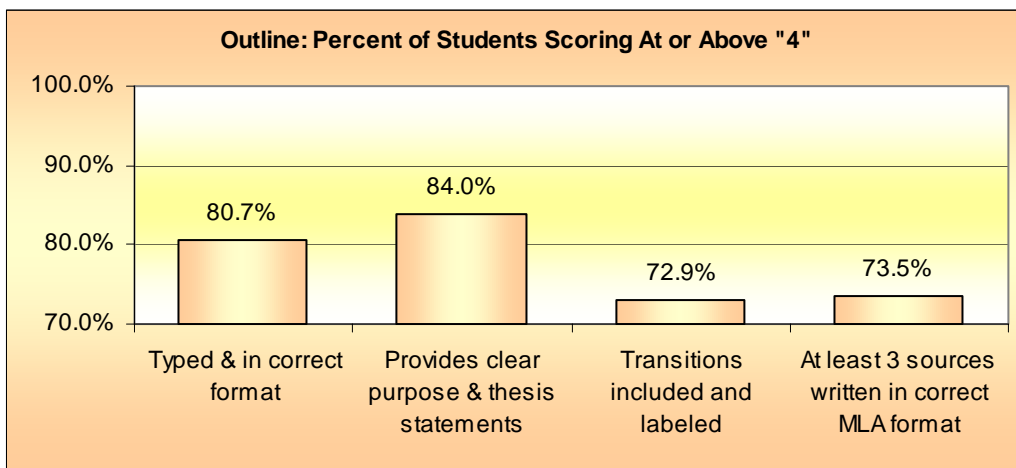
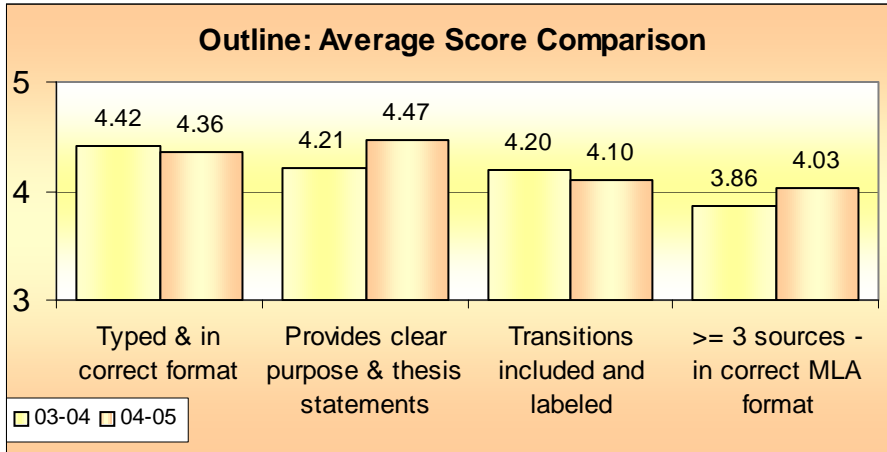


T-Tests show that the changes in the average scores from 03-04 to 04-05 for *Conversational style*, *Adequate eye contact*, and *Appropriate movement and gestures*, are statistically significant. *Adequate eye contact* is the only component on which students did not meet the benchmark of 70% of students scoring 4 or better.

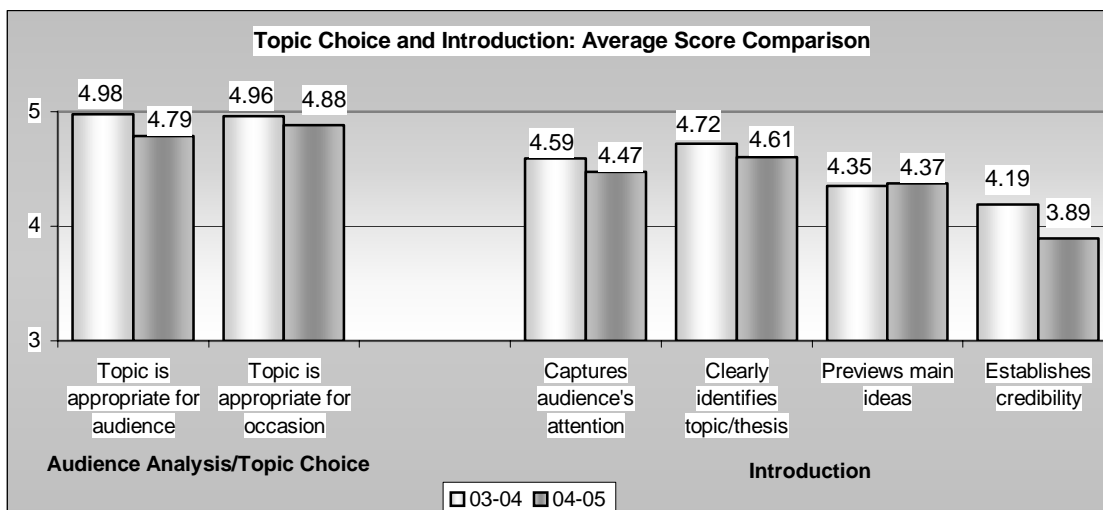


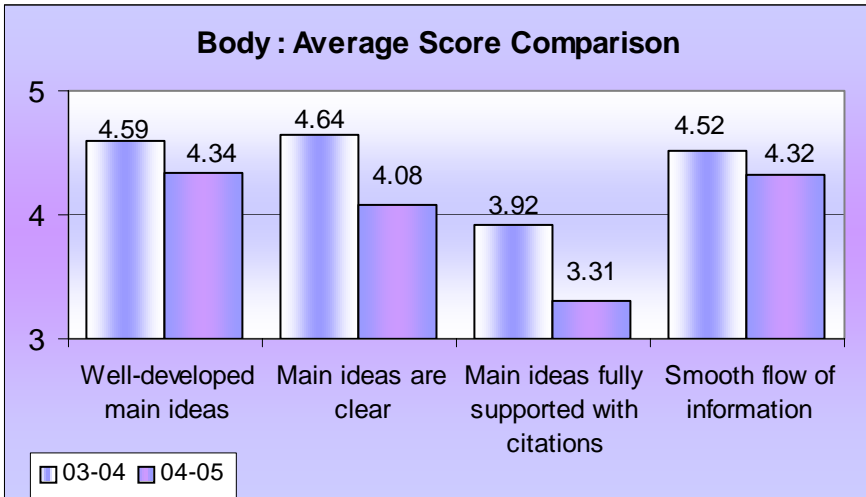
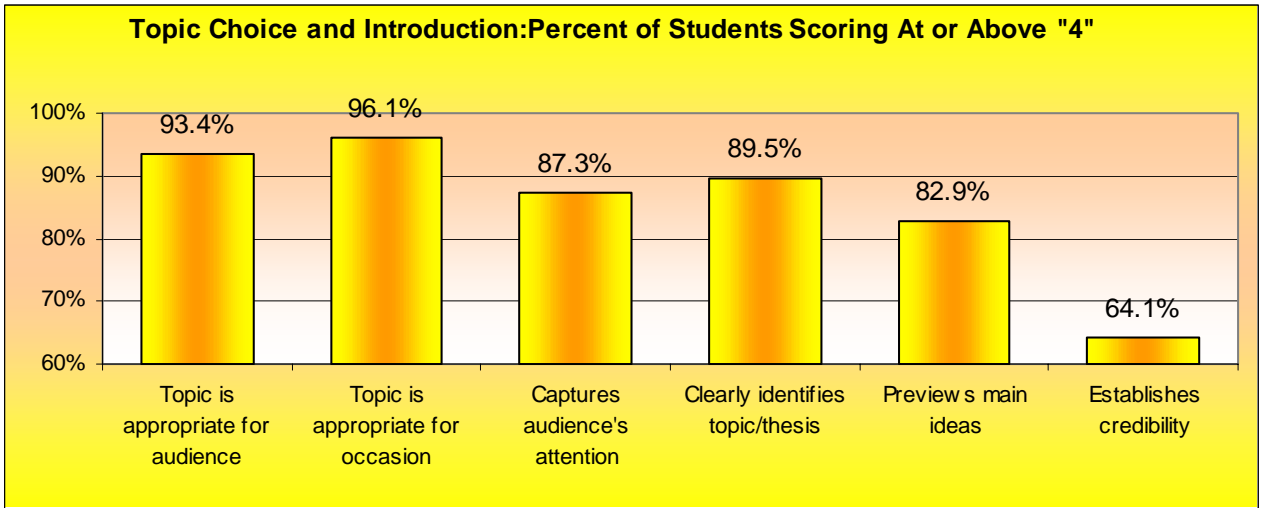
T-tests show that the changes in average scores from 03-04 to 04-05 on the components *Large enough to see*, and *Displayed at appropriate times*, are statistically significant. The benchmark of 70% of students scoring at 4 or above was met for all components of Presentation Aids.

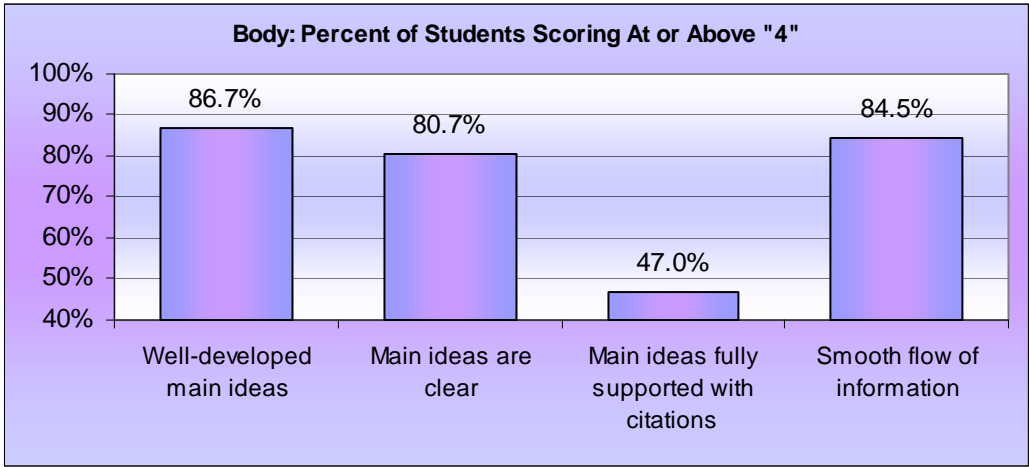
The outline criterion allows the program to evaluate the outlining and structure skills of the student speakers. T-tests show a statistically significant difference in the average scores from 2003-2004 to 2004-2005 in the component *Provides clear purpose & thesis statements*. The benchmark of 70% of students scoring 4 or better was met for all components of Outline.



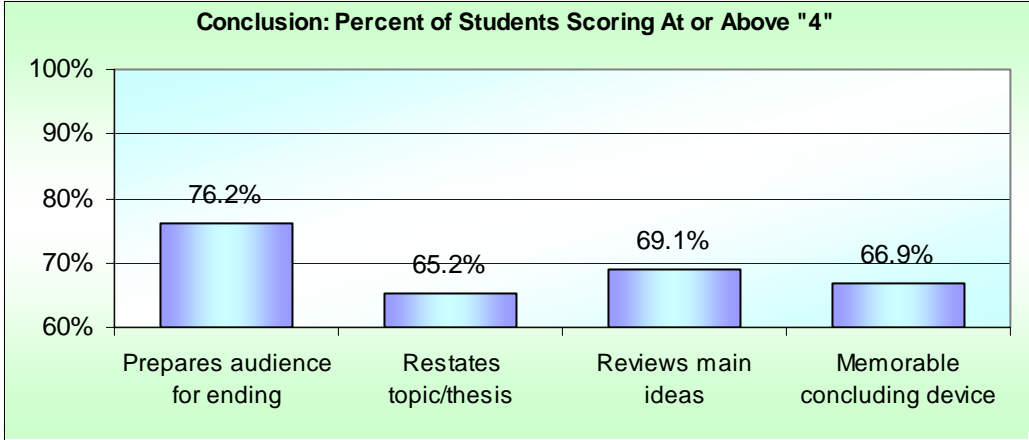
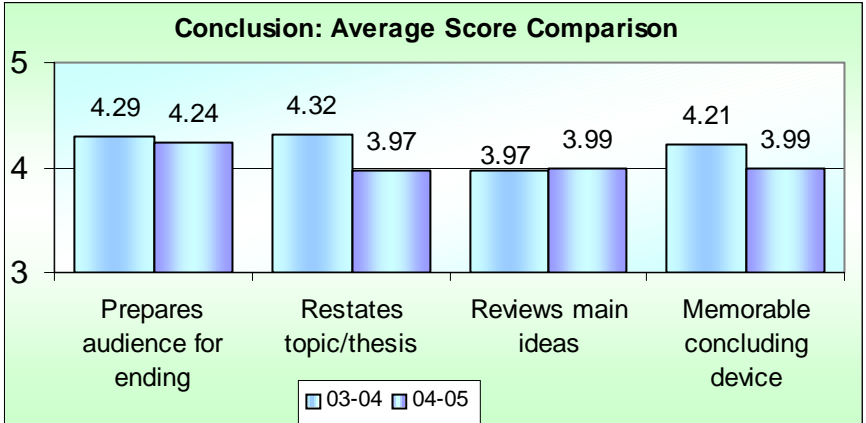
T- test shows there is a significant difference between the 2003-3004 average scores and the 2004-2005 average scores in both of the components of *Audience Analysis* and also in the *Establishes credibility* component of *Introduction*. *Establishes Credibility* is the only component of Introduction that did not meet the benchmark of 70% of students scoring 4 or better, all other components met the benchmark.



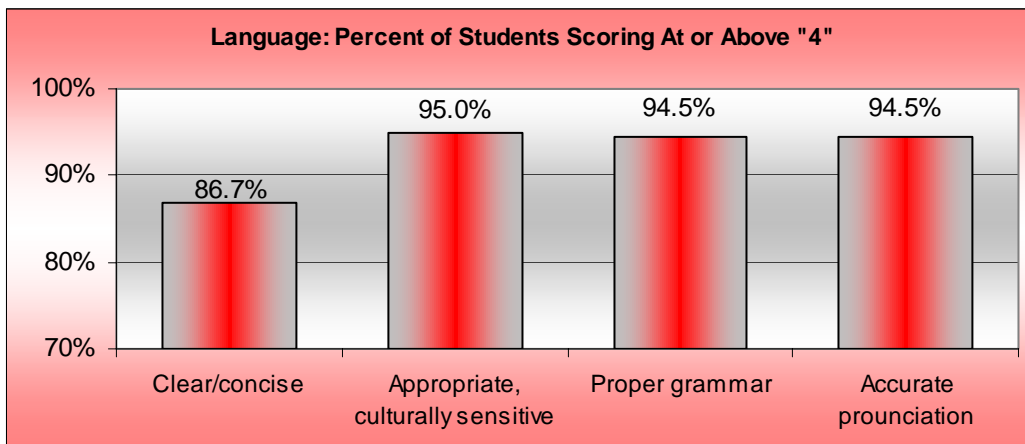
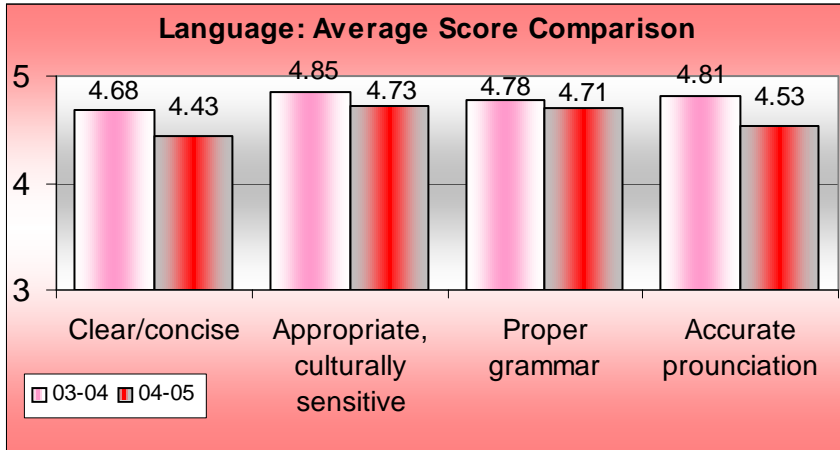




T-tests show a significant change in the average scores of all the components of *Body*. The component *Main ideas fully supported with citations*, did not meet the benchmark of 70% of students scoring 4 or better. All other components of *Body* met the benchmark. In 2004-2005, emphasis was placed on properly using citations and holding students accountable for citing sources and penalizing them when they didn't. This may explain the drop in average score this year in this component. Students may need more instruction in this area.



T-tests show a statistically significant change in the scores from 2003-2004 to 2004-2005 in the components *Restates topic/thesis* and *Memorable concluding device*. The component *Prepares audience for ending* is the only component that met the benchmark of 70% of students scoring 4 or better.



T-tests show there is not a statistically significant difference in the average scores of *Proper grammar* from 02-03 to 04-05. The other three Language components showed a statistically significant difference in the average scores from 2003-2004 to 2004-2005. All components of Language met the benchmark of 70% of students scoring 4 or better.

The first column of the table below shows the components in descending order of skill strength. The numbers in parentheses indicates the number of missing entries from the total set of 181 students. For example, one student was not rated on *Prepares audience for ending* under the *Conclusion* set. Although enough students were rated in all categories to draw conclusions from the data, missing scores from *Visual Aids* section should be explained in the Communication Studies program report.

2004-2005 Speech Program: Analysis of Percentages and Average Criteria Scores and Score Distributions						
Sub-Criteria Sorted by Average Score within Main Learning Criteria	Average Score	Superior 5	Advanced 4	Satisfactory 3	Needs Improvement 2	Failed to Demonstrate 1
Audience Analysis/Topic Choice						
Topic is appropriate for occasion	4.88	91.2%	5.0%	3.3%	0.0%	0.0%
Topic is appropriate for audience	4.79	86.7%	6.6%	3.9%	2.2%	0.0%
Introduction						
Clearly identifies topic/thesis	4.61	73.5%	16.0%	7.7%	1.1%	1.1%
Captures audience's attention	4.47	59.7%	27.6%	11.6%	0.6%	0.0%
Previews main ideas	4.37	67.4%	15.5%	7.7%	3.9%	5.0%
Establishes credibility	3.89	48.1%	16.0%	22.1%	3.3%	9.9%
Body						
Well-developed main ideas	4.34	49.2%	37.6%	10.5%	2.2%	0.0%
Smooth flow of information	4.32	49.7%	34.8%	12.7%	1.7%	0.6%
Main ideas are clear	4.08	49.7%	30.9%	6.6%	1.7%	10.5%
Main ideas fully supported with citations	3.31	30.4%	16.6%	23.8%	11.0%	17.7%
Conclusion						
Prepares audience for ending (1)	4.24	54.7%	21.5%	16.6%	3.9%	2.2%
Reviews main ideas (1)	3.99	45.3%	23.8%	18.2%	6.6%	5.0%
Memorable concluding device	3.99	40.3%	26.5%	25.4%	5.5%	1.7%
Restates topic/thesis	3.97	44.8%	20.4%	24.9%	5.5%	3.9%
Language						
Accurate pronunciation	4.81	59.7%	34.8%	3.3%	1.7%	0.0%
Appropriate, culturally sensitive	4.73	78.5%	16.6%	2.8%	1.7%	0.0%
Proper grammar	4.53	75.1%	19.3%	5.0%	0.0%	0.0%
Clear/concise	4.43	60.8%	26.0%	8.8%	2.8%	1.1%
Delivery						
Conversational Style	4.58	66.3%	25.4%	6.6%	1.1%	0.0%
Vocally expressive	4.29	49.2%	31.5%	17.7%	1.1%	0.0%
Appropriate movement and gestures	4.18	51.4%	19.9%	22.7%	5.5%	0.0%
Adequate eye contact	3.85	29.8%	33.1%	28.7%	7.2%	0.6%
Presentation Aids						
Large enough to see (4)	4.70	78.5%	10.5%	6.6%	1.1%	0.6%
Displayed at appropriate time (3)	4.60	74.6%	11.0%	9.4%	2.2%	0.6%
Simple & uncomplicated (11)	4.56	69.1%	11.0%	9.9%	2.8%	0.6%
Professional quality (17)	4.43	59.7%	13.8%	12.7%	3.3%	0.6%
Outline						
Provides clear purpose & thesis statements	4.47	75.1%	8.8%	7.7%	2.2%	5.5%
Typed & in correct format	4.36	70.2%	10.5%	7.2%	7.2%	4.4%
Transitions included and labeled	4.10	65.7%	7.2%	11.0%	1.7%	13.8%
At least 3 sources written in correct MLA format	4.03	62.4%	11.0%	7.7%	3.3%	14.9%

		Audience Analysis	Introduction	Body	Conclusion	Language	Delivery	Presentation Aids	Outline	Total
Audience Analysis	Pearson Correlation	1	.246(**)	.167(*)	.208(**)	.051	.150(*)	.061	.393(**)	.333(**)
	Sig. (2-tailed)	.	.001	.025	.005	.495	.044	.422	.000	.000
	N	180	180	180	180	180	180	173	180	180
Introduction	Pearson Correlation	(**)	1	.399(**)	.508(**)	.213(**)	.133	.197(**)	.599(**)	.684(**)
	Sig. (2-tailed)	.	.	.000	.000	.004	.076	.010	.000	.000
	N	180	180	180	180	180	180	173	180	180
Body	Pearson Correlation	(*)	(**)	1	.517(**)	.220(**)	-.054	.115	.407(**)	.689(**)
	Sig. (2-tailed)	.	.	.	.000	.003	.469	.132	.000	.000
	N	180	180	180	180	180	180	173	180	180
Conclusion	Pearson Correlation	(**)	(**)	(**)	1	.192(**)	.000	.040	.507(**)	.648(**)
	Sig. (2-tailed)	.	.	.	.	.010	.995	.605	.000	.000
	N	180	180	180	180	180	180	173	180	180
Language	Pearson Correlation		(**)	(**)	(**)	1	.225(**)	.149	.163(*)	.542(**)
	Sig. (2-tailed)	.	.	.	.	.	.002	.050	.028	.000
	N	180	180	180	180	180	180	173	180	180
Delivery	Pearson Correlation	(*)				(**)	1	.183(*)	.054	.270(**)
	Sig. (2-tailed)	.	.	.	.	.	.	.016	.476	.000
	N	180	180	180	180	180	180	173	180	180
Presentation Aids	Pearson Correlation		(**)				(*)	1	.200(**)	.436(**)
	Sig. (2-tailed)	.	.	.	.	.	.	.	.008	.000
	N	180	180	180	180	180	180	173	173	173
Outline	Pearson Correlation	(**)	(**)	(**)	(**)	(*)		(**)	1	.702(**)
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.000
	N	180	180	180	180	180	180	180	180	180
Total	Pearson Correlation	(**)	(**)	(**)	(**)	(**)	(**)	(**)	(**)	1
	Sig. (2-tailed)	.	.	.	.	.	.	.	.	.
	N	180	180	180	180	180	180	180	180	180

Correlations between the Speech criteria and the Total Score are shown above. Intercorrelations between the criteria: Introduction and Conclusion, Body and Conclusion, Introduction and Outline, Body and Outline, and Conclusion and Outline, were high. Further investigation reveals that clearly identifying a main idea, previewing the main idea, well developed main idea, main idea is clear, main idea is supported, and Provides clear purpose & thesis statements are all components of these criteria. Relationships between the three components: Body, Conclusion and Language, and the total score were high and relationship between Introduction and total score was very high. The high correlations indicate that doing well on these components generally meant a higher final score.

The correlation table for the speech self evaluation (table available on request) shows high correlations between: Appropriate language and Pronunciation/Grammar, Vocally expressive and Body language, Body Language and eye contact, Body Language and extemporaneous style. There was also a high correlation between 14 of the 16

components and total score, which means that if students rated themselves high in one area, they generally rated themselves high on all areas. There is no correlation between score and age or ethnicity. There is a medium relationship in one gender correlation; females rate themselves lower on pronunciation/grammar.

E. Use of Results

Faculty members in the speech program met to discuss the data and analysis and agreed to implement the following revisions in the curriculum:

- Spend more class time linking the use of citations to credibility and plagiarism.
- Revise the faculty assessment instrument and rubric to give greater emphasis and weight in grading on the use of oral citations in student speeches.
- Revise the library assignment to require students to write both oral and written citations.
- Devote more class time to the importance of creating well-developed speech conclusions.

This assessment summary will be emailed to all speech instructors and the chair of English, Speech and Developmental Studies. The assessment results will be reflected in the syllabi and handouts that will be distributed to future SPE 115 students. We will continue to discuss the progress of our new initiatives.

Part II – Assessment Plan for 2005-06

A. No change in intended outcomes for 2005-06. Outcomes will be assessed in two ways during the academic year.

B. Assessment Methods

Method 1

All speech instructors teaching SPE 115 during the spring semester will participate in an assessment activity designed to assess students' abilities to develop and deliver effective informative speeches. They will use a qualitative evaluation instrument that will determine the level of skill in speech development and delivery. The criteria that will be used are derived from a list of competencies and assessment criteria identified in *College Sophomore Speaking and Listening Competencies*, a document published by the National Communication Association (formerly the Speech Communication Association) in 1990. This document makes national recommendations on communication competence for college students and includes the twelve learning outcomes that are identified in Part IB.

Method 2

The speech program will assess student learning in a second way. All speech instructors will videotape student informative speeches. Students will be given a qualitative evaluation instrument similar to the one used by their instructors for the

informative speech. Each student will view the videotape of his/her informative speech and evaluate his/her ability to achieve the intended outcomes. Teachers will collect the student evaluations before giving the students written feedback so that the student assessments are not influenced by instructor comments on the informative speech.

The student instrument will include two additional sections:

- 1) A list of questions that will provide additional data for qualitative analysis.
- 2) A request for demographic information that will allow for additional analysis of student performance to determine if performance is affected by gender, age or ethnicity.

The speech program coordinator will collect blind copies of teacher evaluations for the informative speech and student evaluations of videotapes of their informative speeches. Blind copies will be collected for each section of SPE 115 that is taught during the spring semester. The coordinator will randomly select 100 student and 100 faculty evaluations and send them to the Institutional Research department for quantitative analysis of the intended outcomes. The coordinator will ask IR to seek correlations between the two sets of evaluations. The coordinator will analyze qualitative information that is provided on both the teacher and student evaluations. These analyses should provide us with valuable information that will identify 1) faculty assessment of student proficiency in the identified outcomes, 2) student perceptions of success in achieving proficiency in the identified outcomes, 3) similarities in student and teacher perceptions of proficiency in the identified outcomes, and 4) demographic factors that may be influencing student success. The program coordinator will write the assessment summary based on the results and send them to the assessment committee. Members of the speech faculty will meet to review the data and determine how the results will impact the speech curriculum.

C. Benchmarks

Our benchmark is that 70% of students will achieve a proficiency of 4 or higher on a 5.0 scale on the assessment criteria for the intended outcomes on the teacher evaluations.

Budget Requirements - None