

Assessment Report Worksheet #3

Academic Programs

Liberal Arts		Fall 2009-Summer 2010
Academic Program		Assessment Period Covered
<input type="checkbox"/> Formative Assessment		October 25, 2010
<input checked="" type="checkbox"/> Summative Assessment		Date Submitted

Academic Evaluation Question (Use a different form for each evaluation question):

Are students able to articulate and understand their experiences through effective speaking?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success:

The means of assessment was a collection of video-taped speeches from the EN/CO 205 classes from the Fall 2009, Spring 2010 and the Summer 2010 semesters. The speeches were assessed according to a speech rubric that was developed by the speech instructors from the Languages and Literature division. The rubric assessed the content of the speeches based on the introduction, body and conclusion of the speech. It also looked at how well information was organized in the speech as well as the overall speech presentation of the selected speech topic.

1a. Summary of Assessment Data Collected:

The data collected comprised of speeches given by students and video-taped during the course of Fall 2009, Spring 2010 and Summer 2010 semesters. There were a total of 75 speeches collected with students coming from the one speech class during Fall 2010, two speech classes in Spring 2010 and one class in summer 2010. The composition of the students in the classes combined consisted of 45 females or 60% and 30 males or 40% of the students. Because the EN/CO 205 class is a class that is taken by Liberal Arts students as well as students of other majors, the majors of the student who were in these classes was not determined. Out of the sample of student speeches that were collected, the Languages and Literature division decided to analyze a random stratified sample of 25% of the students; meaning that based on the gender composition of the students in these classes, 11 speeches by female students and 8 speeches by male students were analyzed. An overall summary of the data collected and assessed shows that when giving speeches on various topics, more than half of the students assessed were able to demonstrate well their understanding and knowledge of their topic in their speeches.

Their introductions of the speeches showed that over 70% of the students used appropriate introductory techniques that were engaging and they had clearly stated thesis statements to show what they were to discuss or present in their

speeches. In the body of the speeches, all of the student speeches assessed showed the subjects' ability in providing sufficient points to support their topic with relevant supporting details. More than 35% of the male students were scored as having average content in the body of the speech while over 65% showed high content relevance. For the females, about 46% showed average relevance of content in the body of their speech while over 50% showed high relevance in the content. When concluding the speeches, only 25% of the males were scored as being in the low category while 75% of the male speeches showed an appropriate conclusion with a summary of the topic and an appropriate final comment or impression to end the speech. When it came to concluding the speeches with an appropriate summary, almost all of the females performed in the mid-range to the high range with only one student or 9% doing poorly. On average, over 70% of the female speeches demonstrated good conclusions for the topic.

In terms of how well the students were able to show their understanding of their topics, the organization of the speech content was also assessed. Over 70% or 14 out of 19 students demonstrated above average and high use of transitions to connect their ideas; over 85% of the male speeches showed good connection between ideas with minimum overlapping while the female speeches showed over 70%. All of the students' speeches showed the use of a pattern of organization that was appropriate to the speech topic.

Lastly in terms of how well the students articulated and demonstrated their ideas in the actual giving of the speech, more than 75% of both males and females gave speeches in a moderate or loud voice. The males were split in their ability to show confidence in their speech presentation while the number of females who showed high confidence matched those who did not show much confidence (36% high; 36% low), 28% gave an average showing of confidence in their speeches. Eye contact and other non-verbal behaviors were looked at during the speeches. Most of the students were moderate in giving eye contact during their speeches (38% males; 55% females) while the males demonstrated a greater ability to control their fidgeting and to give timely gestures during their speech than the females (45% females; 50% males).

The data shows that in assessing program outcome #1 and #2, we were able to meet the projected goal of 60% of students taking the speech classes being able to articulate and understand their experiences through speech.

1a: Use of Results to Improve the Program:

Based on the assessment of student speeches, it shows that overall, both male and female students who had taken the speech classes during this year were able to articulate well their experiences and were able to demonstrate their understanding of their experiences through speech. The course provides opportunities for the students to demonstrate their abilities to articulate their knowledge and understanding of different ideas, concepts and topics. Through these speeches, we are able to see that the EN/CO 205 class or the Speech Communication class is rather an essential class that should be offered every semester to help aid students in gaining this skill. The Languages and Literature division will aim to offer multiple sections of

this class each semester so that we can accommodate not only the Liberal Arts students who take this class as a requirement for the program but also for other students who take this class for an elective or a pre-requisite for other classes. Other than just offering the class each semester, other recommendations for improving the way we offer the class is to construct or purchase podiums which can be adjusted to the students' height and to purchase microphones, and a classroom projector to show videos of students' own speeches, and other instructional videos. This equipment will ensure that students receive a more authentic public speaking experience.