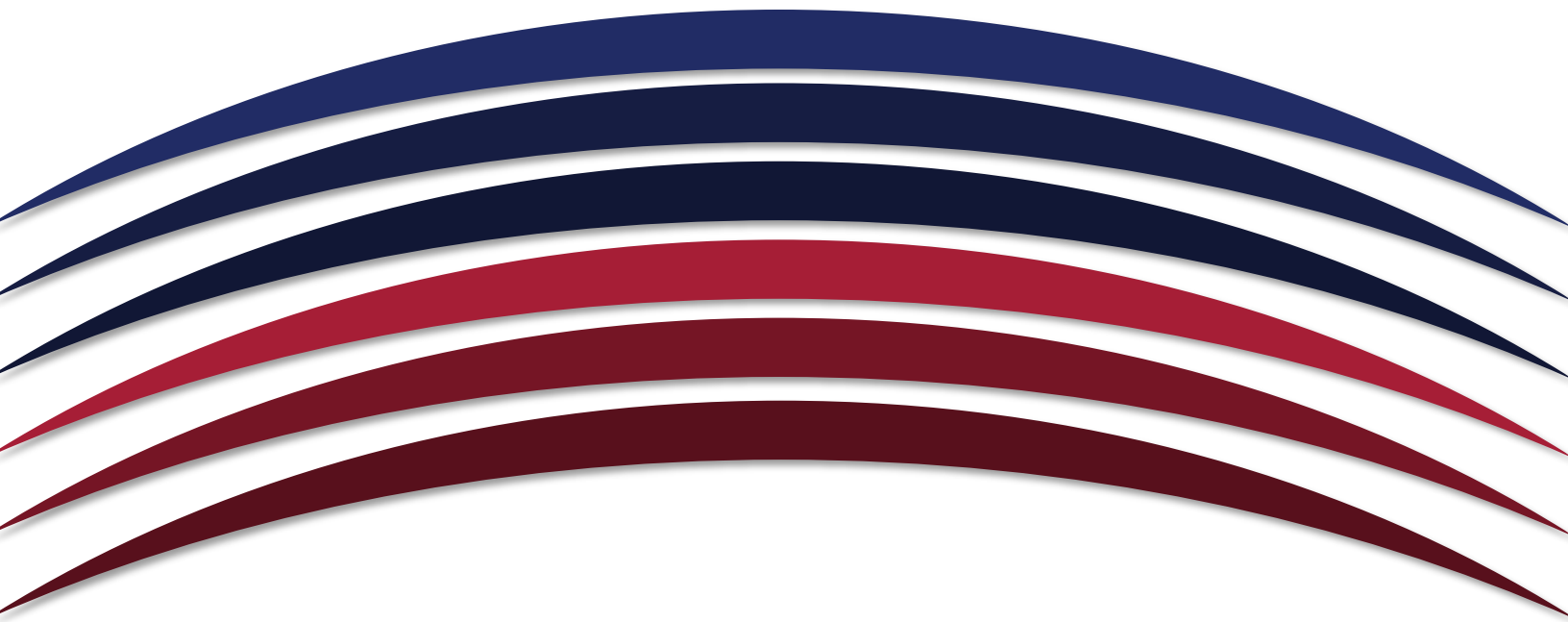




UNIVERSITY OF ARKANSAS
PULASKI TECH

**Assessment Report:
2018-2019**

**Due to Chair/Program Director and
Assessment Coordinator by
September 4th**



Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. Apply communication theory, critical thinking skills, and listening skills to effectively communicate in a variety of situations.
2. Demonstrate research and organizational skills in the development of a full-sentence outline with citations.
3. Demonstrate effective verbal and non-verbal presentation skills.
4. Analyze interpersonal communication scenarios by examining how communication styles affects decision making and interpersonal competence.

2. Which CLOs were addressed for this academic year? (2018-2019)

1. Demonstrate effective verbal and non-verbal presentation skills.

2. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

1. Demonstrate research and organizational skills in the development of a full-sentence outline with citations.
2. Demonstrate effective verbal and non-verbal presentation skills.

3. Explain the assessment cycle.

The 2016-2017 and 2017-2018 years we focuses on ILO 1,2, and 4.A We are on a 2-year cycle, 2018-2019 and 2019-2020 of ILO 3, demonstrate effective verbal and non-verbal presentation skills. At the end of this cycle, 2019-2020, we will move to a portfolio method. The portfolio will allow for assessment of all four learning outcomes every year.

4. What are the assessment methods? Are they direct or indirect?

The majority of standard assessment for Introduction to Speech is direct ILO 3, demonstrate effective verbal and non-verbal presentation skills, is also assessed using a standard rubric used by all full and part time faculty.

UA-PTC conducts indirect assessment methods such as end of course evaluations that all Introduction to Speech students have access to and could complete; however, the body of faculty do not access this content as an active measure for curricular change. This feedback is used at the individual level.

Name: _____ Section: _____ Date: _____

Introduction Speech Rubric

5 = Excelling 3= Developing 1= Attempting 0 = Not Evident

Introduction (15 points)	5	3	1	0
Began speech with original and effective attention getter. Attention getter was captivating, peaked interest, made audience want to listen.				
Attention getter clearly fit into one of the following categories: rhetorical question, quotation, humor, startling statistic, suspense, Story, reference to the occasion, etc.				
Did not start speech by stating name and speech purpose.				
Body (15 points)	5	3	1	0
Content was logically structured, organized and easy to follow.				
Irrelevant or filler information was excluded.				
Speech topic selected meets assignment guidelines.				
Conclusion (15 points)	5	3	1	0
Reviewed the main points of the speech.				
Left a lasting impression at the end of the speech with closing remark(s). Audience was engaged.				
Avoided ending with a “the end” or “thank you” type of statement.				
Physical Delivery (20 points)	5	3	1	0
Used strong, direct eye contact with each member of the audience at least 80% of the time.				
Consistently used natural and varied facial and body gestures that complimented and reiterated the message. Avoided distracting gestures, including stopping, swaying, pacing, etc.				
Posture conveyed enthusiasm about speech, willingness to participate.				
Speech appeared practiced/rehearsed.				
Speech was given in one try; the speaker did not restart the speech while at the podium.				
Vocal Delivery (15 points)	5	3	1	0
Pronounced and used words correctly all words correctly, including jargon and technical language.				
Was easy to hear through the room. All sounds were understandable, including rhythm, intonation. Vocal variety displayed, including pitch, tone, and appropriate pauses.				
Avoided biased and/or distracting language and/or vocal filler, including uh, um, like, slang/jargon etc.				

Additional Requirements (20 points)	5	3	1	0
Speaker notes/notecards were used during speech.				
Met time requirement of 2 to 3 minutes.				
Appropriate dress according to class standards.				
Presented speech on original agreed upon date.				
Subtotal				100
Deductions				
Time (over or under by 15 seconds) -10				
<i>Instructor Choice</i>				
Total Deductions				
Final Score				100

5. What are the assessment goal(s)?

The main goal is to maintain consistency in the interpretation of the standard rubrics by all full and part time faculty. Additionally, the curriculum of Introduction to Speech needs to maintain rigor and match standards of other area institutions.

6. What were the findings for this academic year? (2018-2019)

For 2018-2019, twenty seven sections of SPCH 1300 successfully collected data through the online rubric including both full and part time faculty members.

Final scores of graded speeches from the 27 sections for which data are submitted were examined. The rubrics are then reviewed to determine if the departmental standard is met and if students are performing at an acceptable level. Any noted inconsistencies or problems are addressed, and the necessary changes are made to the assignment. Instructors are informed of the new changes and inconsistencies in the mandatory training session that is held prior to the beginning of the fall semesters.

In order to assess student's ability to demonstrate effective oral communication skills, SPCH 1300 students will complete an Introduction Speech. Specific departmental grading criteria, which are shown in the attached standardized grading rubric, are included with the assignment.

7. What is your analysis of the findings?

Success is defined as:

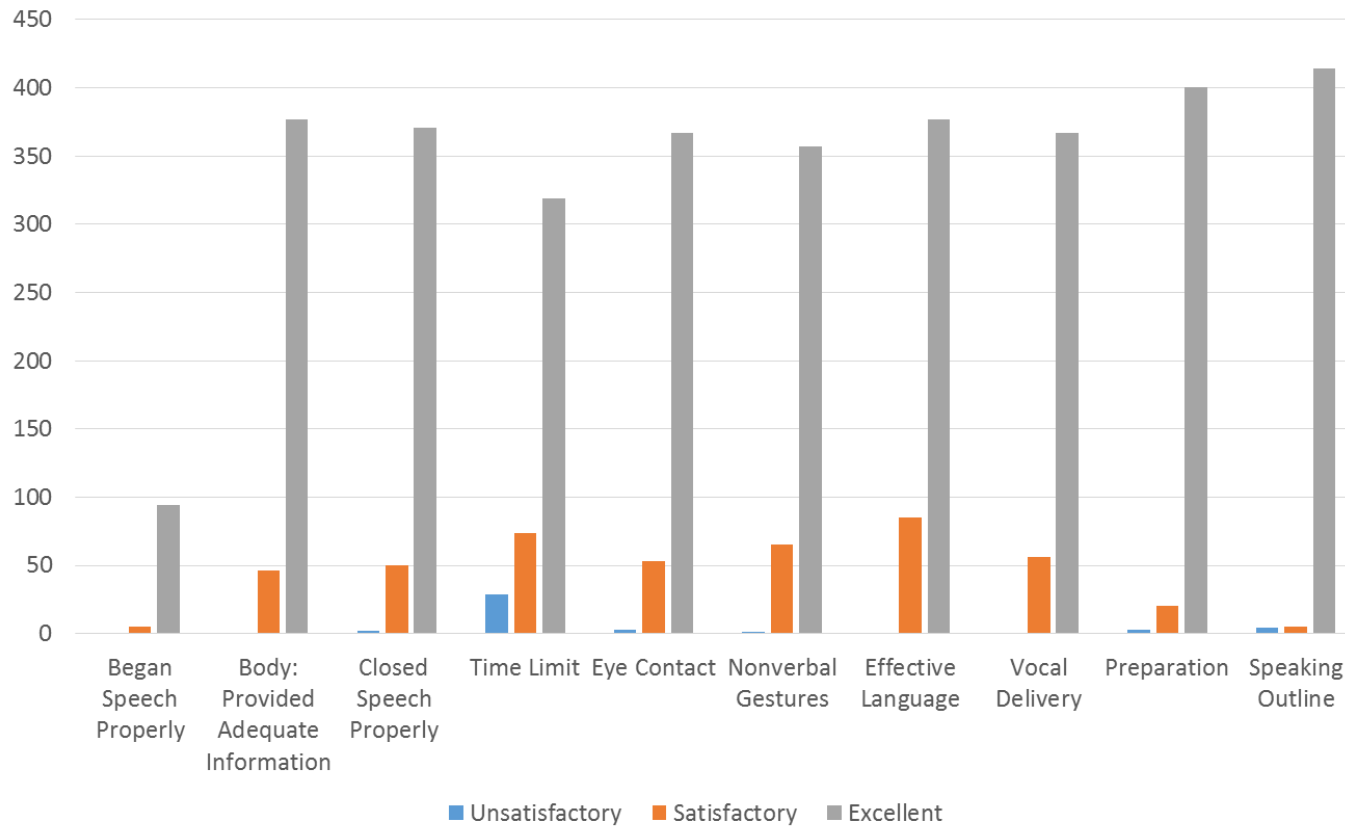
- Acceptable Departmental Standard = Grade of $\geq 70\%$ on evaluation

- Departmental Measure of Success = If $\geq 70\%$ of randomly selected students from each class collectively make $\geq 70\%$ on the paper

We evaluate the Introduction Speech on 10 content areas listed below in the chart. The average score of the 27 sections with 423 campus and online students are listed below. All averages are out of a possibility of 5.

Content Area	Average Score	Level of Achievement Unsatisfactory	Level of Achievement Satisfactory	Level of Achievement Excellent
Began Speech Properly	0.94	3 (0.7%)	22 (5.2%)	398 (94.1%)
Body: Provided Adequate Information	0.92	0 (0%)	46 (10.9%)	377 (89.1%)
Closed Speech Properly	0.93	2 (0.5%)	50 (11.8%)	371 (87.7%)
Time Limit	0.86	29 (6.9%)	74 (17.5%)	319 (75.6%)
Eye Contact	0.92	3 (0.7%)	53 (12.5%)	367 (86.8%)
Nonverbal Gestures	0.89	1 (0.2%)	65 (15.4%)	357 (84.4%)
Effective Language	0.87	0 (0%)	85 (20.1%)	377 (79.9%)
Vocal Delivery	0.91	0 (0%)	56 (13.2%)	367 (86.8%)
Preparation	0.95	3 (0.7%)	20 (4.7%)	400 (94.6%)
Speaking Outline	0.97	4 (0.9%)	5 (1.2%)	414 (97.9%)

Informative Speech: Level of Achievement



8. What is the action plan for the next academic year? (2019-2020) Explain.

Departmental standard was met in all content areas; however the question of grade inflation may be of concern. The department is using a standard rubric for the Introduction Speech assignment; however additional adjustments so faculty can clearly see differences between the major categories of unsatisfactory, satisfactory, and excellent are needed. The following steps will be taken over summer 2017:

- (1) The need to continue to use the Introduction Speech as an assessment assignment due to the overlap with the Informative Speech
- (2) Norming workshop to discuss the existing Introduction Speech Assignment and Rubric
- (3) Request feedback from faculty regarding gaps, issues, and concerns with grading and/or using the Interlocution Speech Assignment rubric
- (4) Other area rubric and best practices will be examined against UA-PTC's existing rubric to determine if any changes need to be made.
- (5) Workshops and/or professional development are may be needed for members of the department.