



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2018-2019**

**SPCH 1300: Speech Communication**



## Course-Level Learning Outcomes

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

ACTS # SPCH 1003

Upon the successful completion of this course, students will demonstrate the following:

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 style affects decision making and interpersonal competence.

### 2. Which CLOs were addressed for this academic year? (2019-2020)

All of the CLOs were addressed and assessed using both direct and indirect methods. The following CLOs were reported:

3. Demonstrate effective verbal and non-verbal presentation skills.
4. Analyze interpersonal communication scenarios by examining how communication style affects decision making and interpersonal competence.

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

All of the CLOs will be addressed and assessed during the 2020-2021 school year. We will continue to closely observe the following CLOs to obtain adequate data:

3. Demonstrate effective verbal and non-verbal presentation skills.
4. Analyze interpersonal communication scenarios by examining how communication style affects decision making and interpersonal competence.

### 4. Explain the assessment cycle.

Because we are on a 2-year cycle, 2018-2019 and 2019-2020 was focused specifically on CLOs 3 and 4. However due to COVID-19, we will focus on CLOs 3-4 again during the 2020-2021 academic year to gain more accurate data. We have begun

discussing moving toward a portfolio which will allow for assessment of all four learning outcomes every year. We hope to create a comprehensive portfolio that will be the standard for the entire discipline. We plan to pilot the portfolio and move forward with the portfolio by 2022-2023 academic year.

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

Majority of the assessments for speech communication are evaluated using a standardized rubric. Both full time faculty and adjunct faculty use these rubrics to determine whether or not a student has met the CLOs.

During the 2019-2020 academic year, CLO 3 was assessed indirectly. Students assessed their performance on the introduction speech by focusing specifically on how they did in various areas such as purpose, audience, organization, self, delivery, and future presentations. This determined their mastery of effectively demonstrating verbal and nonverbal presentation skills. A standardized rubric was used to determine if the student exceeded the required proficiencies, met the required proficiencies, or did not meet the required proficiencies.

CLO 4 was assessed directly. Students are evaluated on their knowledge of conflict management styles and communication effectiveness in interpersonal relationships. A rubric is used to determine if a student has mastered a clear understanding and can make a connection in a real-life situation. The rubric determines if a student exceeded the required proficiencies, met the required proficiencies, or did not meet the required proficiencies.

Each learning outcome is connected to an assignment and is specified in the syllabus, course schedule, and each assignment. Because these specific assignments are mandatory, all instructors submit a rubric evaluation and statistics report at the end of each Fall and Spring semester to the departmental assessment lead. Feedback is used at the individual level as well as the department level.

## 6. What are the assessment goal(s)?

The goal for assessment in Speech Communication are as follows:

- Ensure we maintain consistency in the interpretation of the standard rubric by both full time and adjunct faculty
- Focus on student success. We want 60% of our students to meet or exceed the average proficiency of each CLO.

- Use data to identify areas of success and areas of improvement. We as a department want to constantly improve our content to ensure students are retaining the information. We want to figure out problems in the curriculum and solutions to the problems in order to take action.

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

### Fall 2019

Speech Communication students,

Introduction Speech Self-Assessment				
	Total # of evaluations	Exceeded average proficiency: Organization, Purpose, Delivery	Met average proficiency: organization, purpose, delivery	Did not meet the average proficiency: organization, purpose, delivery
Traditional	506			
	295	170	24	101
Online	194	108	12	74
Concurrent	17	17		

### Demonstrate effective verbal and nonverbal presentation skills

Out of 506 students assessed on the introduction speech self-assessment, 331 met or exceed the average proficiencies in the areas of organization, purpose, and delivery of their introduction speech. That is 65% of students assessed.

Our findings show that 66% of students enrolled in the traditional scored met or exceed the proficiencies on the self-assessment. Among students enrolled in online speech communication courses, 62% met or exceeded the proficiencies. All concurrent students enrolled in the course exceed the average proficiencies resulting in 100%.

### Spring 2020

Introduction Speech Self-Assessment

	Total # of evaluations	Exceeded average proficiency: Purpose, organization, delivery	Met average proficiency: purpose, organization, delivery	Did not met average proficiency: purpose, organization, delivery
	387			
Traditional	214	125	30	59
Online	154	78	19	57
Concurrent	19	16	1	2

## Demonstrate effective verbal and nonverbal presentation skills: Purpose, Organization, & Delivery

A total of 387 students enrolled in speech communication during spring 2020 completed this assessment. The findings show that 269 students met or exceed the average proficiencies in the areas of organization, purpose, and delivery of their introduction speech. That is 67% of students assessed.

Our findings show that 72% of students enrolled in the traditional scored met or exceed the proficiencies on the self-assessment. Among students enrolled in online speech communication courses, 63% met or exceeded the proficiencies. Of the concurrent students enrolled in the course, 90% met or exceeded the average proficiencies.

### Fall 2019

## Conflict Management Analysis Report

	Exceeded Average proficiencies: conflict management styles & communication effectiveness	Met average proficiencies: conflict management styles & communication effectiveness	Did not met average proficiencies: conflict management styles & communication effectiveness
Total # of evaluations			
394			

Traditional	294	141	40	113
Online	195	104	16	75
Concurrent	17	13	4	

### Analyze Interpersonal Communication Scenarios: Conflict Management Styles & Communication Effectiveness

Of the 394 students who completed this assessment, 318 met or exceeded the average proficiencies. This is 81% of the students assessed.

Among the traditional students enrolled, 62% displayed adequate or higher proficiencies. Of the online students, 62% also displayed adequate or higher proficiencies. All concurrent students met or exceeded the average proficiencies resulting in 100%.

### Spring 2020

#### Conflict Management Style Analysis

	Total # of evaluations	Exceeded Average proficiencies: conflict management styles & communication effectiveness	Met average proficiencies: conflict management styles & communication effectiveness	Did not met average proficiencies: conflict management styles & communication effectiveness
	390			
Traditional	214	100	27	87
Online	157	86	16	55
Concurrent	19	11	3	5

### Analyze Interpersonal Communication Scenarios: Conflict Management Styles & Communication Effectiveness

Of the 390 students who completed this assessment, 243 met or exceeded the average proficiencies. This is 62% of the students assessed.

Among the traditional students enrolled, 59% displayed adequate or higher proficiencies. Of the online students, 65% also displayed adequate or higher proficiencies. Among the concurrent students enrolled in speech communication, 74% met or exceeded the average proficiencies.

## 8. What is your analysis of the findings?

### Fall 2019

#### Demonstrate effective verbal and nonverbal presentation skills

Analysis Results: The results show that 65% of all the students assessed met or exceeded the standard and proved that they met the learning outcomes of the course. Even though both traditional students and online students met our goal of more than 60% of students passing, the numbers show that a large number of students did not meet the standard proficiencies. The online course had the worse proficiency level compared to the traditional students. The students in the Early College or concurrent program had the highest success rate of 100% successful completion.

#### Analyze Interpersonal Communication scenarios

Analysis Results: Of all the students who completed this assessment, 81% successful met or exceeded the proficiency levels which met the learning outcome we were assessing. Both the traditional and online students met our goal with 62% success rate. Both traditional and online students had equal outcome; however, the early college program still had the highest successful completion.

### Spring 2020

#### Demonstrate effective verbal and nonverbal presentation skills

Analysis Results: The results show that 67% of all the students assessed met or exceeded the standard and proved that they met the learning outcomes of the course. More traditional students met the outcome compared to online students; however, we could still use improvement on getting more students in both areas to at least meet the outcome. The students in the Early College had the highest success rate of 90% successful completion.



### Analyze Interpersonal Communication scenarios

Analysis Results: Of all the students who completed this assessment, 62% successful met or exceeded the proficiency levels which met the learning outcome we were assessing. The traditional students had the lowest score of 62%. I believe that this is due to the transition from face-to-face instruction to complete online instruction. This assignment is completed at the end of the semester, so the opportunity to teach this lesson or give instruction face-to-face was not permissible. Online students did better this semester compared to the previous semester. Even though the percentage decreased for early college students enrolled this semester compared to last semester, they still had the highest success rate of 74%. I believe that all students were affected by COVID-19 which may have affected their instructional preference or study environment or routine.

### 9. What is the action plan for the next academic year? (2020-2021) Explain.

#### Assessment Goals:

We want to aim to for 70% success rate for traditional and online courses while maintaining the success rate of the concurrent courses.

Solution #1 – Give students additional time to complete assessment assignments.

Solution #2 – Use in class instruction to allow students to work on these assignments.

Solution #3 – Create video or other resources giving step-by-step instructions.

#### Assessment Reports:

We must get 100% participation in submitting assessment reports regardless of enrollment at the beginning of the semester verses the end of the semester as well as extenuating circumstances. Due to COVID-19, several instructors didn't submit reports.



Solution #1 – Stress the importance of submitting reports 3 times throughout the semester – at the beginning of the semester, at midterms, and at the end right before final exams.

Solution #2 – Create a video or do a virtual meeting to show new adjunct how to pull reports for assessments.

Solution #3 – Create a hassle-free form for instructors to complete to minimize the documentation needed at assessment time.

As the assessment lead, I recommend that we focus on measuring specific outcomes in an assignment versus the entire assignment.

Solution #1: For example, in the introduction speech self-assessment, we should focus directly on the purpose, organization, and delivery. Through the self-assessment, the student should be able to self-reflect on these areas which indirectly focuses on learning outcome 3: effectively demonstrating verbal and nonverbal presentation skills.

### Curriculum:

From student feedback, we determined that students felt the nonverbal group assignment did not contribute to their overall success in the course. As a department, we concluded that another assignment would be better suited to help students gain small group communication skills. We noticed that many students struggled with clearly understanding the listener relevance link and speaker credibility in the informative speech.

Solution: We created peer review assignment to replace the nonverbal group project. The peer review assignment allows students to submit their informative speech introduction and conclusion to allow their peers to provide them with constructive feedback. This assignment has a rubric and is being piloted during the summer 2020 session. We hope to incorporate this assignment into our standard curriculum for the 2020-2021 academic year.

The full-time faculty were in the process of reviewing textbook from various companies to adopt a new textbook. We also conducted a survey with students to get their views on price, rental options, and eTextbooks. Due to COVID-19, we were unable to vote on a new textbook.

Solution: As a department, we decided to continue using the current textbook with the hope of moving to a new textbook for the 2021-2022 academic school year.

We are currently recording various outcomes although we assess all of the course outcomes. We have discussed moving to a portfolio in order to have a comprehensive assessment tool that will allow students to demonstrate and instructors to evaluate and assess all learning outcomes.

Solution: By the end of the 2020-2021 academic year, we hope to decide on the components that will be incorporated into the portfolio. By the 2021-2022 school year, we will pilot it with an online course and a campus course. By fall 2022, we will have the portfolio available for all full-time faculty and adjunct faculty. For now, we will continue to assess learning outcomes 3 & 4 to attain an adequate amount of data to determine how we could better reach and teach our students.

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