

Plan for Assessment of Learning Outcomes

C & J 130: Public Speaking

Revised 9/10/2013

C & J 130 is offered through the Department of Communication and Journalism as a core course in Public Speaking. The course meets NM HED Area 1, Communications Competencies. Each semester we have about 40 sections being offered with 900-1000 students taking the course each semester (class is capped at 24 students per class). The sections are taught primarily by graduate student TAs along with a few PTIs and regular faculty members. In 2007, the Communication faculty generated eight measurable student learning outcomes and a plan for assessing those desired outcomes. A pilot study was implemented at the end of the Spring 2007 semester, and the assessment was again carried out in 2010. The following is a revised plan to be used in the next assessment.

The sample size we used in past assessments was a random sample of about 120 students, which is about 12% of the students who take Public Speaking each semester. The revised plan below calls for assessing all students.

Student Learning Outcomes:

Below are the eight Student Learning Outcomes (SLO) along with an explanation of the UNM/HED Competencies each outcome addresses (the UNM/HED Competencies are described below in Appendix A). The numbers below refer to the corresponding competency.

SLO-A. Students are able to demonstrate a clear interactional goal.

Addresses UNM/HED Area 1, Competencies: 1, 2, 3, 5, 6

SLO-B. Students are able to express information with clarity.

Addresses UNM/HED Area 1, Competencies: 2, 3, 4, 6

SLO-C. Students are able to synthesize information in a logical and organized structure.

Addresses UNM/HED Area 1 Competencies: 2, 3, 4

SLO-D. Students are able to utilize ample and appropriate support for their arguments.

Addresses UNM/HED Area 1, Competencies: 3, 4, 5, 6

SLO-E. Students are able to demonstrate extemporaneous speech delivery.

Addresses UNM/HED Area 1, Competencies: 2, 3, 4

SLO-F. Students are able to demonstrate speaking fluency.

Addresses UNM/HED Area 1, Competencies: 1, 2, 3, 4, 6

SLO-G. Students are able to present using good vocal qualities.

Addresses UNM/HED Area I, Competencies: 1, 2, 3, 4

SLO-H. Students are able to demonstrate physical behaviors that support the verbal message.

Addresses UNM/HED Area I, Competencies: 1, 2, 3, 4, 6

Rubrics (Direct Measure) and Survey (Indirect Measure)

The direct measure is an assessment of student speeches selected from a random sample of sections. Included in this document are the rubrics we developed to use as a direct measure of the eight learning outcomes discussed above; these will be measured in the students' final speech. The rubrics utilize a 5-point scale. Students are rated from 1 (needs work) to 5 (excellent) with 6 indicating a response of "does not apply or no way to tell." The rubric is included as Appendix B.

In addition to the rubrics, we will ask the same sample of instructors (8 sections or about 20% of total students taking the course) to have their students fill out a survey (included below). The survey is designed to collect information about student demographics, attitudes about the course content and materials, as well as to get a deeper sense of students' attitudes about diversity and diverse points of view. This competency may not be clearly displayed in the context of a single speech. The survey also includes four open-ended questions. The survey is included as Appendix C.

Timeline

All eight learning outcomes will be assessed every year beginning in the Fall semester of 2014.

Measurement Procedures:

Eight sections will be randomly selected for assessment each fall. Each instructor in the selected sections will complete the assessment rubric for each student's final speech. Mean and standard deviation for each item will be calculated along with "total mean" (composite of all item means). The survey also includes four open-ended questions that will be qualitatively analyzed.

Population/Sample

A random sample of all students taking the core course C&J 130: Public Speaking in the fall semester will be included in the direct and indirect measures of competencies.

Communication/Recommendations

The assessment will be carried out every fall. Every three years, the assessment results will be presented to the faculty for discussion and input. An action plan for addressing issues will then be developed by the assessment team and presented to the faculty for approval.

Appendix A

NM HED Area 1: Communications Competencies UNM Core Area 1: Writing and Speaking

1. Analyze and evaluate written and oral communication in terms of situation, audience, purpose, aesthetics and diverse points of view.
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
3. Use effective rhetorical strategies to persuade, inform, and engage.
4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
5. Integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
6. Engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

Appendix B

Learning Outcomes Assessment Rubrics C & J 130: Public Speaking

A. Students were able to demonstrate a clear interactional goal.

1. The interactional goal (thesis, purpose statement) was clear and appropriate for the audience.

Needs Work		Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6

2. The information provided was connected to the purpose of the presentation

Needs Work		Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6

3. The speech's relevance to the audience was established.

Needs Work		Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6

B. Students were able to express information with clarity

4. Information was presented with clear explanations when necessary.

Needs Work		Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6

5. Examples were used to help clarify when necessary.

Needs Work		Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6

6. The speaker assisted audience comprehension through the use of visual aids when appropriate.

Needs Work		Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6

C. Students were able to synthesize information in a logical and organized structure

7. Main ideas were structured using an appropriate organizational pattern.

Needs Work		Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6

8. The organizational pattern was easy for the audience to follow.

Needs Work		Competent		Excellent	NA (does not apply or no way to tell)
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1 2 3 4 5 6
9. The organizational pattern was appropriate for the interactional goal.

Needs Work Competent Excellent NA (does not apply or no way to tell)
1 2 3 4 5 6

D. Students were able to utilize ample and appropriate support for their arguments.

10. Ideas were supported with credible forms of elaboration when necessary.

Needs Work Competent Excellent NA (does not apply or no way to tell)
1 2 3 4 5 6

11. Ideas were supported with relevant forms of elaboration.

Needs Work Competent Excellent NA (does not apply or no way to tell)
1 2 3 4 5 6

12. The support was appropriate to the audience.

Needs Work Competent Excellent NA (does not apply or no way to tell)
1 2 3 4 5 6

E. Students were able to demonstrate extemporaneous speech delivery.

13. The speech was well prepared.

Needs Work Competent Excellent NA (does not apply or no way to tell)
1 2 3 4 5 6

14. The speech had a practiced flow.

Needs Work Competent Excellent NA (does not apply or no way to tell)
1 2 3 4 5 6

15. The speaker did not read from a manuscript, rather the speaker appeared to talk to the audience.

Needs Work Competent Excellent NA (does not apply or no way to tell)
1 2 3 4 5 6

F. Students were able to demonstrate speaking fluency.

16. The speaker avoided distracting grammatical errors.

Needs Work Competent Excellent NA (does not apply or no way to tell)
1 2 3 4 5 6

17. The speaker avoided using excessive verbal fillers (such as *like* and *you know*) or disfluencies (*ah* or *umh*).

Needs Work Competent Excellent NA (does not apply or no way to tell)
1 2 3 4 5 6

18. The speaker used language appropriate to the audience and interactional goal.

Needs Work			Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6	

G. Students were able to present using good vocal quality.

19. Rate of speech was appropriate.

Needs Work			Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6	

20. Volume of speech was appropriate.

Needs Work			Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6	

21. The speaker used vocal inflections rather than a monotone delivery.

Needs Work			Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6	

22. Pronunciation and articulation was clear.

Needs Work			Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6	

H. Students were able to demonstrate physical behaviors that support the verbal message.

23. The speaker's posture was appealing and appropriate.

Needs Work			Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6	

24. Gestures were used effectively.

Needs Work			Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6	

25. The speaker had good eye contact with the audience.

Needs Work			Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6	

26. Movement was used affectively and appropriately.

Needs Work			Competent		Excellent	NA (does not apply or no way to tell)
1	2	3	4	5	6	

APPENDIX C

Public Speaking Survey

This survey is designed to help public speaking instructors better understand how students feel about the quality of the course. No names should appear on this form. We appreciate your candid and thoughtful comments.

A. Date survey completed: _____

Demographic Information

B. Class status (**Please check one of the five**):

- Freshman
- Sophomore
- Junior
- Senior

C. Major: _____

D. Ethnic Identity: _____

E. Sex: Male Female

F. Age: Under 25 25-45 46+_____

G: GPA _____

Personal Assessment:

1. Generally speaking, I feel this course is of a high quality.

- ___1. Strongly agree
- ___2. Agree
- ___3. Neither agree nor disagree
- ___4. Disagree
- ___5. Strongly disagree

2. Generally speaking, I feel the instructor I have for Public Speaking is of a high quality.

- ___1. Strongly agree
- ___2. Agree
- ___3. Neither agree nor disagree
- ___4. Disagree
- ___5. Strongly disagree

3. Generally speaking, I feel the textbook used for Public Speaking is of a high quality.

- ___1. Strongly agree
- ___2. Agree
- ___3. Neither agree or disagree
- ___4. Disagree
- ___5. Strongly disagree

4. Generally speaking, I feel Public Speaking has been a beneficial class.

- ___1. Strongly agree
- ___2. Agree
- ___3. Neither agree or disagree
- ___4. Disagree
- ___5. Strongly disagree

(use the back of the page if necessary on open-ended questions)

5. What are the most important things (up to three) you feel you have learned in this course?

6. Explain why each of these things were particularly beneficial?

7. What things, if any, had you hoped to learn in Public Speaking but have not yet learned (up to three)?

8. Taking Public Speaking has increased my ability to effectively present ideas in public settings.

- ___1. Strongly agree
- ___2. Agree
- ___3. Neither agree nor disagree
- ___4. Disagree
- ___5. Strongly disagree

9. Taking Public Speaking has increased my ability to manage presentation anxiety.
- 1. Strongly agree
 - 2. Agree
 - 3. Neither agree nor disagree
 - 4. Disagree
 - 5. Strongly disagree
10. Taking Public Speaking has increased my ability to think critically when examining arguments.
- 1. Strongly Agree
 - 2. Agree
 - 3. Neither agree or disagree
 - 4. Disagree
 - 5. Strongly disagree
11. Taking Public Speaking has increased my ability to be sensitive to and appreciate culturally diverse ways of communicating.
- 1. Strongly agree
 - 2. Agree
 - 3. Neither agree nor disagree
 - 4. Disagree
 - 5. Strongly disagree
12. Taking Public Speaking has increased my ability to use and conduct communication research.
- 1. Strongly agree
 - 2. Agree
 - 3. Neither agree nor disagree
 - 4. Disagree
 - 5. Strongly disagree
13. Taking Public Speaking has prepared me well to be a responsible member of society.
- 1. Strongly agree
 - 2. Agree
 - 3. Neither agree nor disagree
 - 4. Disagree
 - 5. Strongly disagree
14. Taking Public Speaking has helped prepare me for my chosen career.
- 1. Strongly agree
 - 2. Agree
 - 3. Neither agree nor disagree
 - 4. Disagree
 - 5. Strongly disagree

15. Taking Public Speaking has helped prepare me for success in my personal life.

___1. Strongly agree

___2. Agree

___3. Neither agree nor disagree

___4. Disagree

___5. Strongly disagree

16. Any last thoughts?