**General Education Assessment Report**

**Fall 2014**

**COM 100 (Introduction to Communication) and COM 173 (Public Speaking)**

**Prepared by:** Beth-Ann Scott, Communication Chair

April 13, 2015

**Introduction**

The General Education outcomes chosen for assessment include the following: **2.2** Synthesize and integrate others’ ideas purposefully and ethically into their own communication; **2.3** Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students’ own ideas; and **3.3** Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts.

**Course outcomes that align with TAP outcomes**:

A rubric was used to assess outcomes using a typical 1 through 4 scoring (1 being poor and 4 being exceptional—see appendix for rubric used). The rubric was only slightly adjusted from a rubric put together and previously used by SCSU for Oral Communication Competency Assessment; very little needed to be changed.

No previous assessment has taken place within the Communication Department.

**Assessment committee members:** Beth-Ann Scott, Communication Chair; Lisa Kaufman, Professor of Communication; Barbara Antonicka, Professor of English; Virginia Abraham, adjunct Communication Instructor; David Scales, adjunct Communication Instructor; and Kara Sheftel, adjunct Communication Instructor.

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**Assessment Methodology**

The directions for assessment were sent via email on October 1st, November 13th, December 8th and December 10th of 2014 to all COM 100 and COM 173 instructors. See email directions below:

*In an effort to begin general education competency assessment for Oral Communication in a painless and inexpensive way, the department will need to collect artifacts for norming that will take place at the end of this semester. In order to do this effectively, all COM 100 and COM 173 (Public Speaking) sections will need to simply edit (and I’m sure many of you already do some type of assignment that will meet the requirements for collection) or create an outline assignment for an argumentation/persuasive speech of 3 to 5 minutes that we will use for assessment. The outline assignment should include examples of the following Oral Competencies:*

*1.       Synthesize and integrate others’ ideas purposefully and ethically into their own communication.*

*2.       Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the student’s own ideas.*

*3.       Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts.*

*When your students hand in these outlines, just ask them to make one extra copy with only their banner id numbers—no instructor names or student names on the artifacts for norming, please.*

*Boxes will be available in the division office to drop off the outlines with Andrea—the deadline is December 11, 2014.*

*I’ve also attached the actual rubric that our committee will use to norm the student outlines.*

*If you have any questions or concerns, certainly contact me ASAP.*

*Once we’ve completed the norming, we can see where we are doing well and if we need to make improvements—workshops will be scheduled for the spring 2015 semester to address any needed adjustments to course outcomes.*

*Members of the committee: please let me know your earliest availability, so we can meet in the next couple of weeks.*

*Thank you very, very much for your participation in this venture; we are one of the first departments to go through the competency assessment process at the college.*

* Out of 18 instructors, 14 participated in artifact collection, 2 didn’t participate in the collection, and 2 collected artifacts, but didn’t get them in on time.

**Assessment Data**

* The sample size included 45 artifacts from COM 100 and 15 from COM 173; and sampling was randomized in Excel.
* The total sample size included 237 artifacts from COM 100 and 40 artifacts from COM 173
* Scoring was conducted on December 15, 2014 at 2:15 p.m. in room S502. Once everyone was settled, directions were clarified, and groups of two established, 5 random samples were calibrated. Once the calibration was completed, as one large group we discussed each artifact in relation to score given to unearth any questions or concerns regarding scoring.
* Approximately 1 hour was spent calibrating the scoring to ensure rater reliability. If ever a question arose, it was discussed, compromises were made after a solid case was presented to make a score adjustment, everyone made note of such situations with scoring, and then we moved on.

**Findings**

* See appendix for raw data.

**COM 100 DATA**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Outcome 1** | **Outcome 2** | **Outcome 3** |
| **Average** | 1.955 | 1.816 | 2.3 |
| **Median**  | 2 | 2 | 2 |
| **Mode** | 2 | 1 | 2 |

**COM 173 DATA**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Outcome 1** | **Outcome 2** | **Outcome 3** |
| **Average** | 1.933 | 2.066 | 2.016 |
| **Median** | 2 | 2 | 2 |
| **Mode** | 1 | 3 | 2 |

**Mapping**

**BOR TAP Outcomes**

**2.2**

Synthesize and integrate others’ ideas purposefully and ethically into their own communication.

 **2.3**

Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students’ own ideas.

**Course Outcomes/COM 100**

* Analyze sources of interpersonal conflict and evaluate effectiveness of conflict management strategies within interpersonal relationships.
* Apply research and audience analysis skills to create public presentations.
* Prepare effective speeches using appropriate delivery techniques.
* Apply pre-speaking strategies to create, outline, and present public speeches.

**Course Outcomes/COM 173**

* Identify available types of support and select appropriate support based on the topic, audience, setting, and purpose.
* Select appropriate organizational patterns to fit the needs of speech audience and occasion.
* Outline a suitable organizational pattern for a speech.

**3.3**

Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts.

**Course Outcomes/COM 100**

* Prepare effective speeches using appropriate delivery techniques.
* Apply pre-speaking strategies to create, outline, and present public speeches.
* Apply research and audience analysis skills to create public presentations.

**Course Outcomes/COM 173**

* Outline a suitable organizational pattern for a speech
* Select words that are appropriate to the topic, audience, purpose, context, and speaker
* Employ vocal variety in rate, pitch, and intensity
* Demonstrate nonverbal behavior that supports the verbal message
* Distinguish between statements of fact and statements of opinion
* Distinguish between emotional and logical arguments
* Synthesize and evaluate by drawing logical inferences and conclusions

**Conclusion**

* The highest average within the assessment: 2.3 for BOR Outcome 3.3 in COM 100.
* The highest mode within the assessment: 3 for Outcome 2.3 in COM 173.
* The lowest average: 1.816 for Outcome 2.3 in COM 100.
* The lowest mode: 1 for Outcome 2.3 in COM 100
* Several averages are below 2: Both COM 100 and COM 173 are in the 1.9 range for BOR Outcome 2.2
* COM 100 average for Outcome 2.3=1.816
* Averages that are middle of the road but need improvement:
	+ Outcome 3.3 for COM 173 @ 2.016
	+ Outcome 2.3 for COM 173 @ 2.066
	+ Outcome 3.3 for COM 100 @ 2.3
* Of particular interest for professional development in COM 100 will be Outcomes 2.2 and 2.3 with less emphasis on 3.3
* For COM 173 professional development will focus on 2.2 with less emphasis on 2.3 and 3.3
* Basically, all of the competencies that were measured for both COM 101 and COM 173 were at or below minimal competence. Therefore, all competencies need focus in both classes.
* If we could determine a cost-effective and simple solution to record speeches, that would be beneficial in the assessment of oral communication. Since resources are tight in this area, we subsequently chose outcomes that could be measured using an outline for a speech rather than capturing oral communication as it occurred in the classroom.