

Dalton State College

Detailed Assessment Report 2015-2016 COMM 1110 (Gilmer)

As of: 8/15/2016 08:40 AM EDT

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Course Description

Presents the basic principles of effective oral communication. Emphasizes planning, researching, organizing, and presenting types of speeches used in business, educational, and political activities. Gives special attention to informative and persuasive extemporaneous speeches. (F,S,M)

Program Outcomes

PO 1: Graduates will read critically

Graduates of associate's degree programs will read critically.

PO 2: Graduates will think critically

Graduates of associate's degree programs will think critically.

PO 3: Graduates will write competently

Graduates of associate's degree programs will write competently.

PO 4: Graduates will be competent in oral communication

Graduates will be competent in oral communication.

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Demonstration of expertise necessary to research, organize, & present an oral report or speech

Students will exhibit expertise necessary to research, organize, and present an oral report or speech. (General Education Learning Outcomes)

Relevant Associations:

General Education Goals Associations

- 1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
- 3.1 Students will exhibit expertise necessary to research, organize, and present an oral report or speech.
- 9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Strategic Plan Associations

Dalton State College

- 3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.
- 4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

Related Measures

M 1: Demonstration of competence to research, prepare, & present an informative speech

Students will research, prepare, and present an informative speech with an introduction, thesis, body with 2-5 main ideas, and conclusion/summary which will be measured by a grading rubric that focuses on the research, organization, and presentation components of the assignment. (Min/Fall 2014)

Source of Evidence: Presentation, either individual or group

Target:

Seventy percent of students will earn 80% or better on the research, organization, and presentation components of the assignment. (Min/Fall 2014)

Finding (2015-2016) - Target: Met

SPRING 2016 - ASSESSMENT: In Spring 2016, COMM1110-56: Fundamentals of Speech was taught as a traditional, face-to-face course at the Gilmer Center in Ellijay, GA. Originally, 24 students enrolled in the course, and 22 (92%) completed the course; two (8%) withdrew for scheduling reasons. A majority of the students (17 out of 22 or 77%) earned 80% or better on the research, organization, and presentation components of the Informative Speech assignment. The five (23%) students who earned below 80% did so for one or more of the following reasons: Going under/over the time limit, not clearly citing sources during delivery or neglecting to do so altogether, and not following the speaking outline (i.e., rambling with no clear purpose). The mean score for the Informative Speech was 81%. Students were required to demonstrate proficiency in the following: Clearly stating a specific purpose; communicating a central idea with three related and detailed main points; beginning with an introduction that grabbed listeners' attention, established rapport and explained speaker credibility; ending with a creative conclusion; incorporating transitions; speaking within a 4 - 6 minute window; orally citing external sources used to support the speech; properly applying the APA citation style to at least three (3) credible outside sources; and incorporating one (1) electronic image as a presentation aid. Students were graded using a rubric that was provided to them on the course web site and also covered in class by the instructor prior to the speech round. Overall, students did well on this first speaking assignment by choosing relevant topics, raising awareness without advocating, clearly communicating the purpose and three

main points, and following a speaking outline. In the remaining speeches, all students showed noticeable improvement in following the speaking outline/manuscript and clearly orally citing sources. The biggest challenge for most students was meeting the time limit, which is understandable as they are mostly accustomed to writing for a page limit rather than a time limit. (Tomasello/Spring 2016). FALL 2015 - ASSESSMENT: In COMM 1110-56, a traditional class taught at the Gilmer Center in Ellijay during Fall Semester 2015, 74.0% of the students who completed the course (27 out of 28) received a score of 80% or higher on the informative speech. The average grade for this assignment was 84.9%. Students were required to demonstrate proficiency in the following elements: a clear specific purpose, a central idea with appropriate main points, a creative introduction that established rapport and credibility, a creative conclusion, and proper APA citation of at least four reliable and reputable sources. The speech required students to speak for 4-6 minutes, which also helped to make them aware of how quickly they speak and adjust the amount of information they provided accordingly. They were required to verbally cite their sources using APA format (author, publication, and date). Students were graded using a rubric, which they were given prior to the speech. For the six students who represent the 22.2% of students who were not successful, each lost some points due to deductions from time issues and citation concerns as well as an overuse of verbal fillers.. Specifically, the students were penalized for not speaking long enough or speaking too long. The action plan will address the time and verbal filler issues. (Drye, Fall 2015).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Helping students better understanding the importance of timing

Established in Cycle: 2014-2015

Although target was met, students who did not do well were penalized for not speaking long enough or went over than 6-minute tim...

Time and Verbal Filler Action Plan

Established in Cycle: 2015-2016

Students often struggle with working withing the time limit on speeches. They also struggle, particularly early in the semester,...

Outc. 2: Analysis and evaluation of conclusions and arguments

Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)

Relevant Associations:

General Education Goals Associations

- 1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
- 1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.
- 3.1 Students will exhibit expertise necessary to research, organize, and present an oral report or speech.
- 9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.
- 9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.

Institutional Mission Associations

- 2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Strategic Plan Associations

Dalton State College

- 3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.
- 4.2 Dalton State will serve as the point of access to higher education and provide targeted academic support services for underserved populations in Northwest Georgia.

Related Measures

M 2: Measurement by a rubric evaluating a persuasive speech

Students' competence will be measured by the research, analysis, and evaluation scores of a rubric evaluating a persuasive speech providing clear and convincing reasons in support of a proposition. (Min/Fall 2014)

Source of Evidence: Presentation, either individual or group

Target:

Seventy percent of the students will earn 70% or better on a persuasive or argumentative speech. (Min/Fall 2014)

Finding (2015-2016) - Target: Met

SPRING 2016 - ASSESSMENT: In Spring 2016, COMM1110-56: Fundamentals of Speech was taught as a traditional, face-to-face course at the Gilmer Center in Ellijay, GA. Originally, 24 students enrolled in the course, and 22 (92%) completed the course; two (8%) withdrew for scheduling reasons. A majority of the students (21 out of 22 or 95%) earned 70% or better on the Persuasive Speech assignment. The one student (5%) who earned below 70% did so for the following reasons: Going under the time limit, not following the specified organizational pattern, and not following the speaking outline (i.e., rambling with no clear purpose, in part, because of a lack of preparation). The mean score for the Persuasive Speech was 84%. Students were required to demonstrate proficiency in the following: Clearly stating a specific purpose; beginning with an introduction that grabbed listeners' attention, established rapport and explained speaker credibility; effectively/correctly applying Monroe's Motivated Sequence (MMS) as the organizational pattern; ending with a clear and manageable call-to-action; speaking within a 6 - 8 minute window; orally citing external sources used to support the speech; properly applying the APA citation style to at least five (5) credible outside sources; and effectively incorporating a PowerPoint or Prezi presentation aid of multiple slides/transitions. Students were graded using a rubric that was provided to them on the course web site and also covered in class by the instructor prior to the speech round. Overall, the students did well on this speech, covering a range of topics

and effectively arguing their perspectives using MMS. We spent a great deal of time reviewing/clarifying/workshopping MMS to help students better grasp how this specific organizational pattern works, and this effort showed in their deliveries. (Tomasello/Spring 2016). FALL 2015 - ASSESSMENT: In COMM 1110-56, a traditional class taught at the Gilmer Center in Ellijay during Fall Semester 2015, 100% of the students who completed the course (27 out of 28) received a score of 70% or higher on the persuasive speech. The average grade for this assignment was 85.6%. Students, working in groups, were required to demonstrate proficiency in the following elements: a clear specific purpose, a central idea with two appropriate main points using a problem-solution format, a creative introduction that established rapport and credibility and engaged the audience experientially, a creative conclusion, and proper APA citation of at least five reliable and reputable sources. The speech required students to speak for 25-30 minutes, including a question and answer period. They were required to verbally cite their sources using APA format (author, publication, and date). Students were graded using a rubric, which they were given prior to the speech. (Drye, Fall 2015).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Help students to learn building more specific main points

Established in Cycle: 2014-2015

For the one student who presents the 4.4% of the student who were not successful, he/she lost some points due to too broad main ...

Outc. 3: Utilization of technology and data to conduct research by citing informational sources

Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. (Critical Thinking)

Relevant Associations:

General Education Goals Associations

- 1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
- 1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.
- 3.1 Students will exhibit expertise necessary to research, organize, and present an oral report or speech.
- 9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.

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Related Measures

M 3: Measurement by a rubric evaluating a persuasive or informative speech

Students' competence will be measured by the research and documentation scores on a rubric evaluating a persuasive or informative speech that includes references to researched sources of information (both orally and in a bibliography) adhering to citation guidelines and requirements. (Min/Fall 2014)

Source of Evidence: Presentation, either individual or group

Target:

Seventy percent of the students will earn a grade of 70% or better on research and documentation rubric component scores on an informative or persuasive speech requiring use of electronic and published source material. (Min/Fall 2014)

Finding (2015-2016) - Target: Met

SPRING 2016 - ASSESSMENT: In Spring 2016, COMM1110-56: Fundamentals of Speech was taught as a traditional, face-to-face course at the Gilmer Center in Ellijay, GA. Originally, 24 students enrolled in the course, and 22 (92%) completed the course; two (8%) withdrew for scheduling reasons. All of the students (22 out of 22 or 100%) earned a score of 70% or higher for orally citing their outside sources during the delivery of their persuasive speeches, and a majority of the students (20 out of 22 or 91%) earned 70% or better on formatting their reference lists using the APA 6th edition style. The two students (8%) who earned below 70% on their APA reference lists did so for either not following the formatting guidelines or not including most of the required bibliographic information. The mean score for the oral citations was 96%, and the mean score for the APA reference lists was 86%. With respect to research and documentation, students were required to demonstrate proficiency in the following in the persuasive speech: 1) clearly identifying the five (5) required sources of their information using oral citations to introduce and distinguish the ideas of others and 2) properly applying the APA citation style to a reference list located at the end of their speaking outlines. Students were graded using a rubric that was provided to them on the course web site and also covered in class by the instructor prior to the speech round. Overall, the students did well on these aspects of the speech, clearly and fluidly citing their sources during delivery and providing APA formatted references lists at the end of their outlines. We spent a great deal of time reviewing/clarifying the importance of "giving credit where credit is due" in oral and written format, and this effort showed in their deliveries and outlines. This said, we can spend a little more time on the APA formatting of reference lists. Students tend to be more familiar with MLA than with APA and then confuse or conflate the two formats. Additionally, although they are repeatedly cautioned not to, students tend to rely on automated bibliographic formatting applications that frequently produce inaccurately formatted citations. (Tomasello/Spring 2016). FALL 2015 - ASSESSMENT: In COMM 1110-56, a traditional class taught at the Gilmer Center in Ellijay during Fall Semester 2015, 88.8% of the students who completed the course (27 out of 28) received a score of 70% or higher on the written outline for the informative speech. The average grade for this assignment was 87.2%. Students were required to demonstrate proficiency in the

following elements: a written document in APA format (Double-Spaced, Times New Roman Font, 12 point font) that included the general and specific purpose statements, central idea, preview statement, Roman numeral formatted body of main points using complete sentences, strong conclusion including a review of main points and creative closing statement, and a reference page using the APA citation format. They were required to verbally cite their sources using APA format (author, publication, and date) as well. For the three students who represent the 10.7% of students who were not successful, two did not turn in outlines and one was one point shy of the 70% mark. (Drye, Fall 2015).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Assist students to acquire skills in citation

Established in Cycle: 2014-2015

For the four students who present the 17% of the students who were not successful, one of them did not use credible online sources...

More emphasis on APA citation style

Established in Cycle: 2015-2016

In future sections, a little more time will be devoted to help students master the APA 6th edition citation style through the ...

Outc. 4: Evaluation of works under investigation

Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation. (Critical Thinking)

Relevant Associations:

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.

9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

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Strategic Plan Associations

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Related Measures

M 4: Measurement by a rubric that will evaluate observations, inferences, or relationships

Students' competence will be measured by the evaluation component score on a rubric that will evaluate observations, inferences, or relationships in a critique of a classmate's presentation, one provided by the textbook, or a famous speech. (Min/Fall 2014)

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Seventy percent of the students will respond orally or in writing to critique a classmate's presentation, one provided by the textbook, or a famous oration/speech. (Fall 2014/Min)

Finding (2015-2016) - Target: Met

SPRING 2016 - ASSESSMENT: In Spring 2016, COMM1110-56: Fundamentals of Speech was taught as a traditional, face-to-face course at the Gilmer Center in Ellijay, GA. Originally, 24 students enrolled in the course, and 22 (92%) completed the course; two (8%) withdrew for scheduling reasons. During an in-class exercise, a majority of the students (21 out of 22 or 95%) critiqued two (2) persuasive speeches available on TEDTalks: 1) "All It Takes is Ten Mindful Minutes" by Andy Puddicombe and 2) "How to Use a Paper Towel" by Joe Smith. Students completed a questionnaire that thoroughly analyzed all parts of the speeches, including content and delivery, paying close attention to evidence of Monroe's Motivated Sequence (MMS). Grading was based on level of detail and insight, and this was covered in class by the instructor prior to completing the assignment. The mean score on the critique was 84%. The one (1) student who did not participate in the critique was absent from class and did not make up the assignment. This assignment was one of several that were used to help students better understand how MMS works in organizing a persuasive argument. Being able to see and hear the MMS elements in others' speeches helped the students to more effectively apply MMS to their own persuasive speeches, making for a better quality speech round. (Tomasello/Spring 2016). FALL 2015 - ASSESSMENT: In COMM 1110-56, a traditional class taught at the Gilmer Center in Ellijay during Fall Semester 2015, 100% of the students who completed the course (27 out of 28) provided a written evaluation of a peer during the ceremonial speech presentations. They were provided a rubric to use. The rubric was the same one that was used by the instructor to evaluate their ceremonial speeches. They were required to score the student in areas of elocution, structure and format, and verbal fillers. They were asked to score the speaker and to provide 3-4 substantive and constructive comments. (Drye, Fall 2015).

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Help students to write well developed self-evaluations

Established in Cycle: 2014-2015

For the four students who present the 17.4% of the students who were not successful, they did not effectively complete the self...

Assist students to acquire skills in citation

For the four students who present the 17% of the students who were not successful, one of them did not use credible online sources. Specifically, the student was penalized for using Wikipedia during the speech. The other students did not oral cite all the sources during the speech. They only cited occasionally instead of where appropriate. Helping students learning effectively finding online credible sources will be the basis for this measure's action plan.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating a persuasive or informative speech | **Student Learning**

Outcome: Utilization of technology and data to conduct research by citing informational sources

Help students to learn building more specific main points

For the one student who presents the 4.4% of the student who were not successful, he/she lost some points due to too broad main points. Specifically, the student was penalized for not having strong, effective examples to support each main point. Helping students learning building more specific main points will be the basis for this measure's action plan.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating a persuasive speech | **Student Learning Outcome:**

Analysis and evaluation of conclusions and arguments

Help students to write well developed self-evaluations

For the four students who present the 17.4% of the students who were not successful, they did not effectively complete the self-evaluations. Specifically, students were penalized for not having full sentenced, or detailed explain or describe how they demonstrated an understanding of their own performance during the speech. Helping students learning fundamentals of effective speech is self-evaluation will be the basis for this measure's action plan.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric that will evaluate observations, inferences, or relationships | **Student**

Learning Outcome: Evaluation of works under investigation

Helping students better understanding the importance of timing

Although target was met, students who did not do well were penalized for not speaking long enough or went over than 6-minute time limit. Helping students better understanding the importance of timing will be the basis for this measure's action plan.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Demonstration of competence to research, prepare, & present an informative speech | **Student**

Learning Outcome: Demonstration of expertise necessary to research, organize, & present an oral report or speech

More emphasis on APA citation style

In future sections, a little more time will be devoted to help students master the APA 6th edition citation style through the use of in-class activities, such as quizzes and group work, to identify/distinguish properly formatted APA bibliographic entries from improperly formatted entries.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: Medium

Relationships (Measure | Student Learning Outcome):

Measure: Measurement by a rubric evaluating a persuasive or informative speech | **Student Learning**

Outcome: Utilization of technology and data to conduct research by citing informational sources

Responsible Person/Group: Instructor

Time and Verbal Filler Action Plan

Students often struggle with working within the time limit on speeches. They also struggle, particularly early in the semester, with an over abundance of verbal fillers/vocalized pauses (um, like, you know).

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcome):

Measure: Demonstration of competence to research, prepare, & present an informative speech | **Student**

Learning Outcome: Demonstration of expertise necessary to research, organize, & present an oral report or speech

Implementation Description: 1) Early in the semester, the impromptu speech could be used to focus specifically on making students aware of their verbal fillers. 2) Students will be encouraged to practice their speeches in groups and in the presentation lab to focus on meeting the time limit.

Responsible Person/Group: Jerry Drye

Additional Resources: None

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3

significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.

SPRING 2016 - ANALYSIS Overall, the spring offering of COMM1110-56 was successful, with students demonstrating improvement in several areas as they progressed through the speech rounds. These improvement included: 1) They became more confident and competent in their speech deliveries. 2) They became more skilled in clearly/properly citing their supporting sources orally and in writing. 3) They became more skilled in effectively incorporating presentation aids into their speeches. At this time, based on student performances, I do not think any significant improvements are necessary in how the course is taught. Continuous improvements include: 1) Spending a little more time helping students adjust to speaking for a time limit instead of writing for a page limit. 2) Spending a little more time reviewing the specifics of APA 6th edition citation formatting for the reference lists. In all, I am very satisfied with the course in its current form. (Tomasello/Spring 2016). FALL 2015 - ANALYSIS The assessment of COMM 1110-56 showed a generally very successful semester of growth. Specifically, students improved as speakers in the following areas: 1) They reduced their verbal fillers. 2) They learned how to operate within the time limit (though this is an area that some will need to work on- see action plan). 3) They became more confident as speakers and reduced communication anxiety. As noted in the assessment and action plan, two specific areas that need a bit of work are working within the time limit and reducing verbal fillers. While most students improved greatly in these areas, additional work will be needed to help strengthen students abilities. As noted in the action plan, rehearsals in groups for time, and impromptu speeches focusing on verbal fillers can help greatly. There is always a tension in a skills course in how much time to devote to learning the material and how much to skills training. Students note that the use of several brief speeches to build confidence is helpful, but it can take up a good bit of class time. The instructor will want to evaluate this in the future. All in all, it was a very successful semester. (Drye Fall 2015).