

# SLO S2: COMMUNICATE EFFECTIVELY THROUGH SPEECH

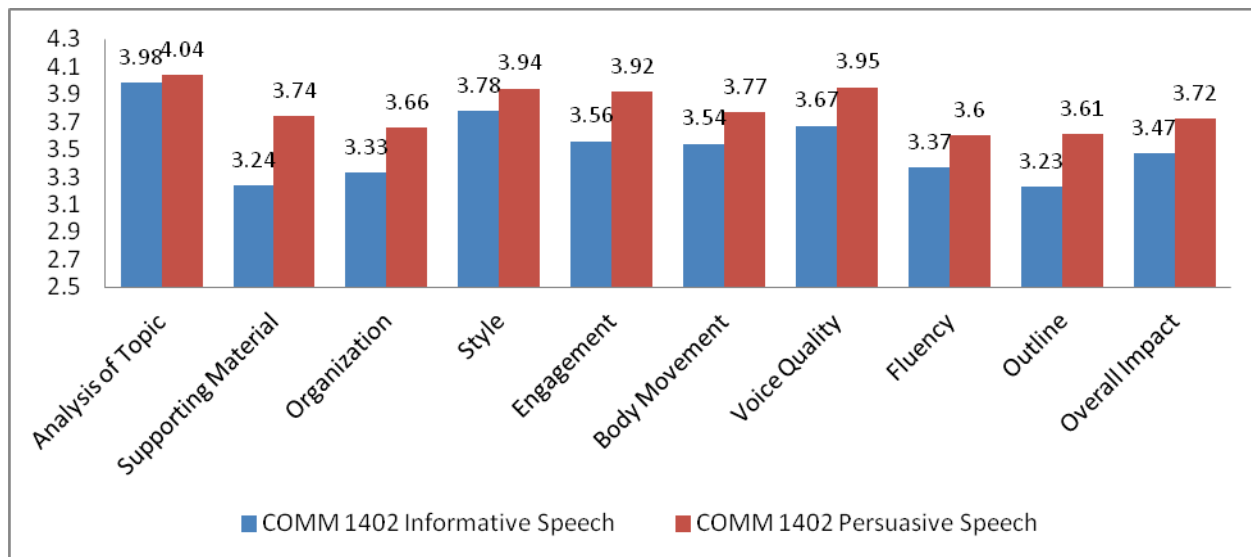
## OVERALL SUMMARY

**Semester:** FALL 2013

REPORT DATE: 1/9/2014

The courses being assessed range from the beginning to the intermediate to the advanced level. All courses have been scored based on the Speaker Evaluation Rubric developed by the Kean University Communications Department. At the beginner level, COMM 1402, each student is required to give two 7-minute speeches. One is informative and one is persuasive. Both speeches have been scored. Instructors evaluate each speech's content, delivery, preparation and overall impact. For the fall semester of 2013, 458 students in every section of the course have been assessed. At the intermediate level, GE 202X, each student is required to present their research topic and findings, and while the medium is optional, many students choose to use a Power Point presentation. Twenty-two sections of GE202X (8 courses) containing 438 students were assessed in Fall 2013. Speech at the capstone level is assessed, usually, but not always, by a final presentation of work. The content and style of presentation varies as it is based on the individual course of learning. Five hundred ninety-three students in forty-one sections of capstone courses (N=16) have been assessed.

GE SLO S2 Oral Communication Fall 2013 Mean Scores										
	Analysis of Topic	Supporting Material	Organization	Style	Engagement	Body Movement	Voice Quality	Fluency	Outline	Overall Impact
COMM 1402 Informative Speech	3.98	3.24	3.33	3.78	3.56	3.54	3.67	3.37	3.23	3.47
COMM 1402 Persuasive Speech	4.04	3.74	3.66	3.94	3.92	3.77	3.95	3.6	3.61	3.72
Difference between Basic Informative and Basic Persuasive Speech	0.1	0.5	0.3	0.2	0.4	0.2	0.3	0.2	0.4	0.3



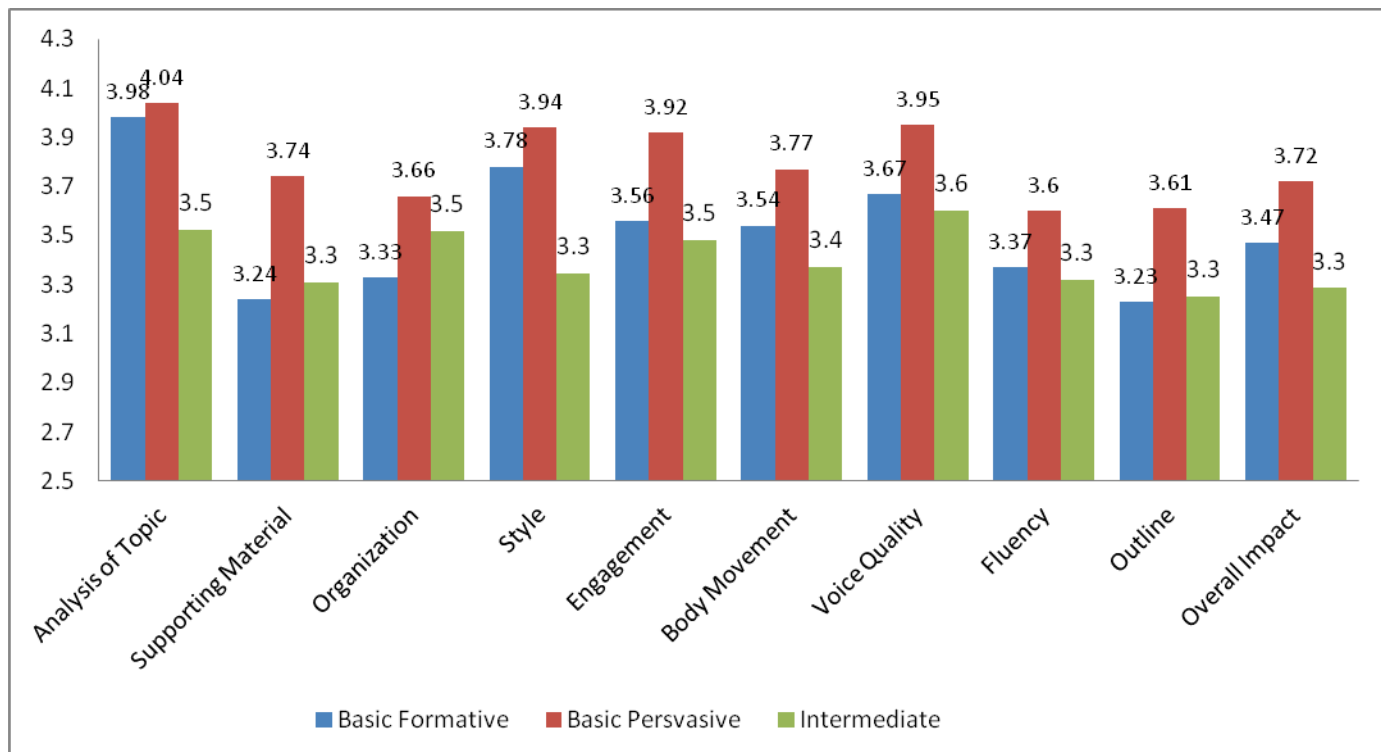
Data collected (see chart on pg. 1) suggests that students in COMM 1402 achieve slightly better results in persuasive speeches than in their informative counterparts. While students appear to improve in each skill, provided the informative speech precedes the persuasive, it is difficult to know from this data alone if students are improving because they are learning the skills being assessed in the rubric or if students are more competent in persuasion than in informative speech making. Specific categories of the rubric, such as supporting material, fluency, and outlining (low scores in both speeches), are consistent with weaknesses in similar skills found in data assessed from both the University Writing Rubric and the AACU Critical Thinking Rubric. Categories of development and organization (writing) and evidence and conclusions (critical thinking) echoed areas in College Composition that beginning students often struggle with. As these courses are at similar skill levels, the data suggests that students are at the benchmark for beginning learning.

GE SLO S1 Oral Communication Average Score										
Course/ level	Analysis of Topic	Supporting Material	Organization	Style	Engagement	Body Movement	Voice Quality	Fluency	Outline	Overall Impact
Basic Informative	3.98	3.24	3.33	3.78	3.56	3.54	3.67	3.37	3.23	3.47
Basic Persuasive	4.04	3.74	3.66	3.94	3.92	3.77	3.95	3.6	3.61	3.72
Intermediate	3.5	3.3	3.5	3.3	3.5	3.4	3.6	3.3	3.3	3.3
Difference between Basic Informative & Intermediate	-0.46	0.07	0.19	-0.43	-0.08	-0.17	-0.07	-0.05	0.02	-0.18
Difference between Basic Persuasive & Intermediate	-0.52	-0.43	-0.14	-0.59	-0.44	-0.40	-0.35	-0.28	-0.36	-0.43

*Basic level Informative COMM 1402 Informative Speech*

*Basic level Persuasive: COMM 1402 Persuasive Speech*

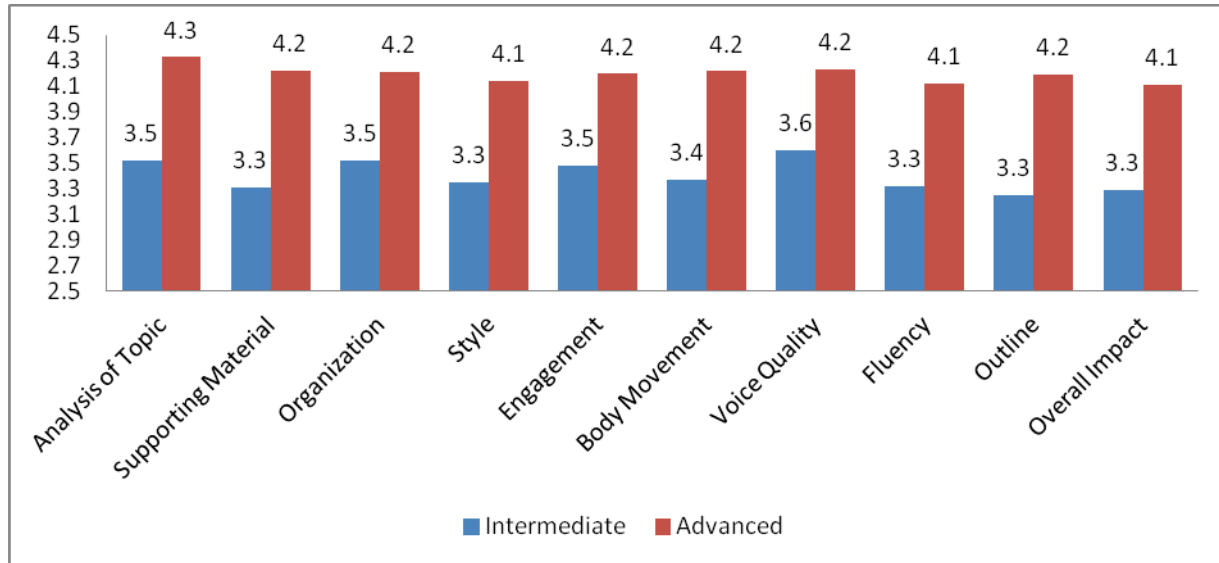
*Intermediate Level GE202x*



At the intermediate level, data suggests that student scores in GE 202X make only minimal improvement from the beginning level, especially when compared to the persuasive speech of COMM 1402 (decrease rather than increase). However, comparing the scores of COMM 1402's informative speech and the scores of GE 202X (see charts on pg. 2) the numbers appear to be identical in all categories except analysis of topic and style (both lower by .40+ at the intermediate level), and organization (higher by .19 at the intermediate level). While other scores such as overall impact and body movement were also lower in GE 202X than in COMM 1402, the margin was .18 and less making these scores almost identical. As GE 202X requires a presentation that is more closely allied with COMM 1402's Informative Speech, it can be inferred that students, while quite capable at persuasive techniques, as shown in the data, struggle more with solely imparting academic information in a spoken medium.

GE SLO S1 Oral Communication Average Score										
Course/level	Analysis of Topic	Supporting Material	Organization	Style	Engagement	Body Movement	Voice Quality	Fluency	Outline	Overall Impact
Intermediate	3.5	3.3	3.5	3.3	3.5	3.4	3.6	3.3	3.3	3.3
Advanced	4.3	4.2	4.2	4.1	4.2	4.2	4.2	4.1	4.2	4.1
Difference between Intermediate & Advanced	0.81	0.91	0.69	0.80	0.72	0.85	0.63	0.80	0.94	0.83

Intermediate Level GE202x  
Advanced Capstone

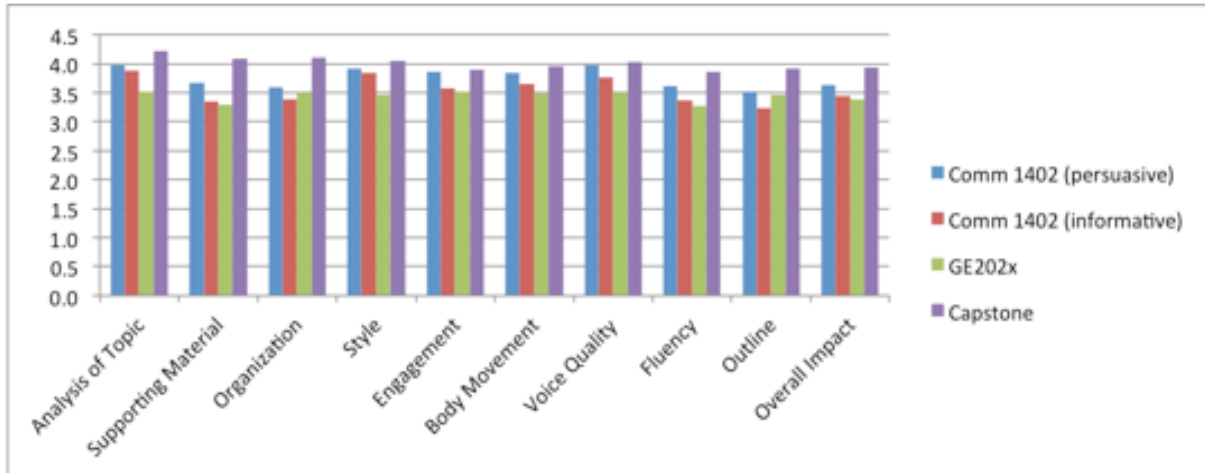


Students at the capstone level make significant progress from the intermediate level (from +0.6 to 1.0) in every area indicated on the rubric. Areas of difficulty appear to be resolved by the capstone level. From the beginning level supporting materials have increased by scores of +.91; fluency increased by +.8; and organization increased by +0.69. These three areas were students' weakest in COMM 1402's informative speech, yet at the capstone level data shows marked improvement. Likewise, in the areas of analysis of topic, organization, style, and overall impact, areas that challenged students in GE 202X, scores improved by +0.7-+0.8 (see charts on pg. 3).

**Spring 2013 Mean Scores**

Supporting Material	Organization	Style	Engagement	Body Movement	Voice Quality	Fluency	Outline	Overall Impact
3.7	3.6	3.9	3.9	3.8	4.0	3.6	3.5	3.6
3.3	3.4	3.8	3.6	3.7	3.8	3.4	3.2	3.5
3.3	3.5	3.5	3.5	3.5	3.5	3.3	3.5	3.4
4.1	4.1	4.0	3.9	4.0	4.0	3.9	3.9	3.9

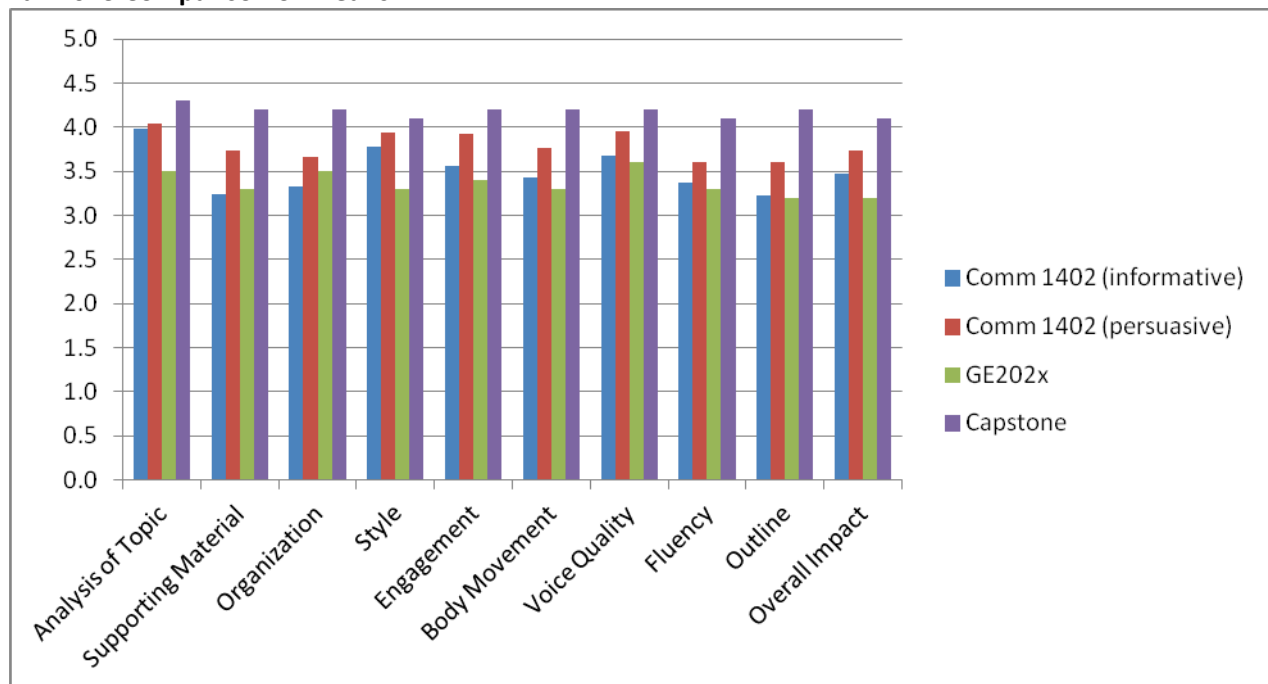
**Spring 2013 Comparison of Means**



Fall 2013 Mean Scores

Supporting Material	Organization	Style	Engagement	Body Movement	Voice Quality	Fluency	Outline	Overall Impact
3.7	3.7	3.9	3.9	3.8	4.0	3.6	3.6	3.7
3.2	3.3	3.8	3.6	3.4	3.7	3.4	3.2	3.5
3.3	3.5	3.3	3.4	3.3	3.6	3.3	3.2	3.2
4.2	4.2	4.1	4.2	4.2	4.2	4.1	4.2	4.1

Fall 2013 Comparison of Means



In looking at the data for Spring 2013 and Fall 2013, data stays consistent with a .2 or less difference in the mean. Areas to focus remain consistent throughout all levels.

**RECOMMENDATIONS:**

Discussing and norming across levels (COMM 1402, GE202X, CAPSTONE) can only improve teaching and student learning. Further recommendations will be developed through discussions with the capstone faculty and Fred Fitch of the Communications Department.

**Other Questions to consider:**

- Should speech at the intermediate level be measured in a course(s) other than Research & Technology/ GE 202X?
- Should the persuasive speech come first in COMM 1402 since it appears that these are the skills that students are strongest in?
- Can the COMM 1402 faculty work with GE 202X faculty to both prepare students and streamline expectations between courses?
- How many students do we lose to drop out/ failure because of lower scores/ less success in beginning/ intermediate courses? What can be done to increase their success in G2? In general?
- Consider transfers: How many students by-pass beginning/ intermediate courses and move on to capstone courses without the G2 skills needed for these courses?
- Capstone success: is success in capstone courses in G2 skills due to comfort with subject matter or with skill? Should we insist students work outside their majors in various skills such as G2 to increase success beyond undergraduate coursework?

**Appendix**

GE SLO S1 Oral Communication Average Score										
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Difference between Intermediate & Advanced	0.81	0.91	0.69	0.80	0.72	0.85	0.63	0.80	0.94	0.83

*Basic level Informative COMM 1402 Informative Speech*  
*Basic level Persuasive: COMM 1402 Persuasive Speech*  
*Intermediate Level GE202x*  
*Advanced Capstone*