SLO S2: COMMUNICATE EFFECTIVELY THROUGH SPEECH

COMM 1402

Semester: FALL 2013

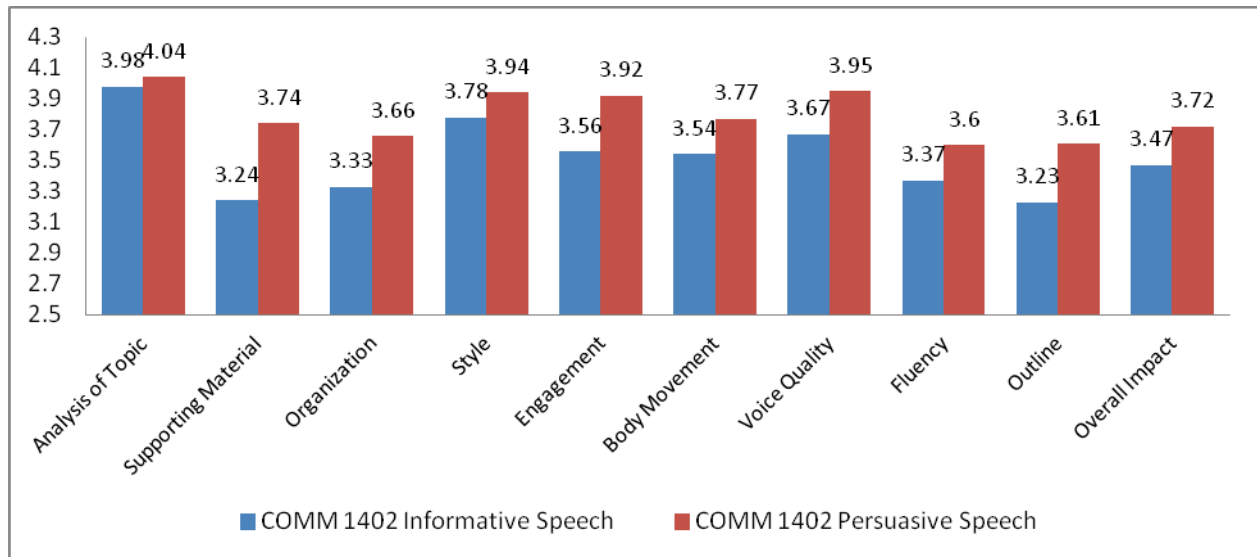<div align="right">REPORT DATE: 1/9/2014</div>

Each student in COMM 1402 is required to give two 7-minute speeches. One is informative and one is persuasive. Instructors evaluate these presentations according to the Speaker Evaluation rubric, created by the Communication Department, which analyzes each speech's content, delivery, preparation and overall impact. Each professor rated these key areas on a Likert-type scale of 1-5 with 1 being unacceptable and 5 being superior. The data was compiled for both speeches for 22 of 43 sections to evaluate the progress of the student in each area of assessment. In total, 482 evaluations for students who completed <u>both</u> speeches were analyzed. With a confidence level of 95%, a series of paired samples t-tests that assume equal variance were used to analyze the significance of the difference of means (two-tail) between the informative and the persuasive speeches.

Number of students: 482
Number of sections: 22

<u>Mean Score Comparison</u>

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	0.1	0.5	0.3	0.2	0.4	0.2	0.3	0.2	0.4	0.3

	COMM 1402 Informative Speech	COMM 1402 Persuasive Speech
Analysis of Topic	3.98	4.04
Supporting Material	3.24	3.74
Organization	3.33	3.66
Style	3.78	3.94
Engagement	3.56	3.92
Body Movement	3.54	3.77
Voice Quality	3.67	3.95
Fluency	3.37	3.6
Outline	3.23	3.61
Overall Impact	3.47	3.72

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Analysis1 - Analysis2	-1.473	480	.141
Pair 2	Material1 - Material2	-9.101	480	.000
Pair 3	Organization1 - Organization2	-7.188	480	.000
Pair 4	Style1 - Style2	-4.504	480	.000
Pair 5	Engagement1 - Engagement2	-3.940	480	.000
Pair 6	Movement1 - Movement2	-6.008	480	.000
Pair 7	Voice1 - Voice2	-7.056	480	.000
Pair 8	Fluency1 - Impact2	-7.602	480	.000
Pair 9	Preparation1 - Preparation2	-6.368	480	.000
Pair 10	Impact1 - Impact2	-6.252	480	.000

Paired Samples Correlations

		Correlation	Sig.
Pair 1	Analysis1 & Analysis2	.414	.000
Pair 2	Material1 & Material2	.483	.000
Pair 3	Organization1 & Organization2	.460	.000
Pair 4	Style1 & Style2	.567	.000
Pair 5	Engagement1 & Engagement2	.309	.000
Pair 6	Movement1 & Movement2	.569	.000
Pair 7	Voice1 & Voice2	.570	.000
Pair 8	Fluency1 & Impact2	.419	.000
Pair 9	Preparation1 & Preparation2	.450	.000
Pair 10	Impact1 & Impact2	.523	.000

Analysis of Data

While the difference between the means for the informative speech and the persuasive speech show overall improvement, the following areas of improvement are highly significant (p=.000): Supporting material, Organization, Style, Engagement, Body movement, Voice quality, Fluency, Preparation, Overall impact. (See the attached report for more detailed analysis.)

The area of non-significant improvement is Topic Analysis (p=.141). (See the attached report for more detailed analysis.)

Significant correlations (P<.001) were found between the informative and persuasive speech on all 10 dimensions, with stronger correlation (>+0.5) on Style, Body movement, Voice quality and Overall impact. This result indicates a positive relationship between students' performed on informative speech and persuasive speech. Students' high score on informative speech is associated with a high score on the persuasive speech.

Discussion

For the Fall semester of 2013, we observe that students show significant to highly significant improvement in 9 of the 10 areas upon which they are evaluated.

We note that one area of significant improvement that changed from the spring semester of 2013 is the area of style (verbal communication). During the training session prior to the fall semester, we discussed the frequent lack of significance in the area of verbal communication. As a group, we decided to make a minor alteration in the rubric. The indicator "vivid terms" was changed to "uses metaphors and analogies." We also added an additional indicator to this area, "precise vocabulary." We note that now the difference in style is highly significant implying that the adjustments in the rubric allows for more precise measurement.

The area of non-significant improvement is that of topic analysis. This was surprising because this has always been an area of high significance in all previous measurements. This will need to be discussed in the training session in January 2014.

One possible explanation for the lack of significance could be due to a change in the data we were collecting. In addition to reporting scores for the 10 items of the rubric, this semester instructors were also asked to give the names of the topics. A column on the spreadsheet called "Topic" was created for this purpose. The purpose for tracking the topics is to determine the frequency of topics and also to check for possible plagiarism of speeches used in the past. The column "Topic" for nominal data was next to the column "Topic Analysis" used for interval data. While some instructors entered nominal data for "Topic," others inserted numbers indicating that they may have placed the scores of "Topic Analysis" in the "Topic" column. Obviously, the innovation was not clearly communicated to all instructors and the data entry was confused.

It should also be noted that all the other areas of high significance were extremely high with p = .000. This significant improvement could possibly be related to a change in textbook technology. During the Fall semester, a new textbook was adopted through McGraw-Hill. Their experts offered special training to our instructors on the textbook tool "LearnSmart." The tool uses quizzing and gaming strategies to encourage students to read and understand the concepts of the text. While not mandatory, a number

of instructors employed the technology in their instruction. This might, in part, explain the more significant improvement between the two speeches.

Action/Closing the Loop

1. Continue to use the newly adopted textbook.

2. Promote increased use of "LearnSmart" instructional technology by all instructors.

3. With regard to the confusion in data entry regarding "Topic" and "Topic Analysis," instructors should receive clearer instructions in subsequent training sessions.

4. Training of all COMM 1402 instructors on new pedagogies needs to continue to be a priority in General Education.