

MEMORANDUM

DATE: October 20, 2014

TO: Core Curriculum Review Committee

UAF Faculty Senate

FROM: Jean Richey and Peter Decaro, Chair

Department of Communication

SUBJECT: Assessment of Core Courses: COMM 131X and COMM 141X (Fall 2011 – Summer 2014)

Our last report of student learning outcomes was submitted in May 2010. At that time we had reported on the core course data biennially. This report comprises data collected during fall 2011 through summer 2014 including sections of 131X and 141X taught on the Fairbanks campus, CTC, and at rural campuses of UAF.

Our data collection process involves an embedded assessment rubric for speech evaluation. We routinely conduct an inter-rater reliability session with all instructors of the core courses. This reliability session trains teaching assistants, adjunct instructors, and faculty to score speeches in the same way using the same criteria. At the beginning of every semester our inter-rater reliability sessions allow us to orient each core course instructor in the use of the embedded assessment tool. The tool was originally adapted from the National Communication Association and tested nationally (copy attached). Basic training in its use produces high inter-rater reliabilities of 0.80 (Cronbach alpha) and above. We increase these reliabilities each semester as instructors, faculty, and teaching assistants become more proficient with the embedded assessment instrument for evaluating speeches.

We collect speech data from all sections of COMM 131X and COMM 141X every semester. We are especially concerned student performance on the diagnostic speech, 1st graded speech, 2nd graded in both COMM 131X and COMM 141X courses. These outcomes demonstrate student learning for a period comprising more than two-thirds of the semester (Table 1 and Table 2). Student learning outcomes for COMM 141X are tabulated separately because there are two persuasive speeches assigned that are not part of the COMM 131X curriculum. We have provided results demonstrating student learning outcomes comparing the diagnostic speeches with the two persuasive speeches (Table 3).

Other assessment data is collected qualitatively by viewing speeches at various stages of the courses (e.g. diagnostic speech versus 2nd graded speech). This data is reviewed and critiqued by faculty and teaching assistants during our two annual inter-rater reliability sessions. We find that this sample of rated speeches are consistent with the student learning outcomes shown in Tables 1 -3. Our efforts in these courses as demonstrated by the use of our embedded assessment instrument continue to accomplish the skills development we intend as part of the UAF CORE Curriculum.

Table 1

COMM 131X Mean Total Presentations Scores all UAF Campuses

Fall 2011 – Summer 201

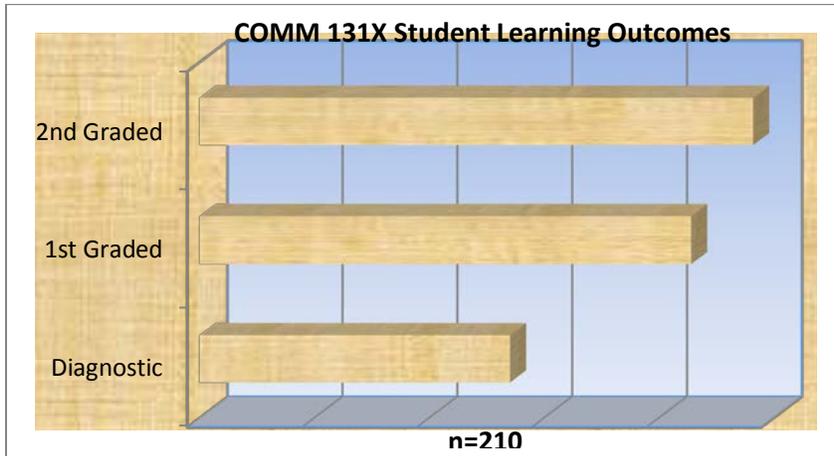


Table 2

COMM 141x Mean Total Presentations Scores all UAF Campuses

Fall 2011 – Summer 2014

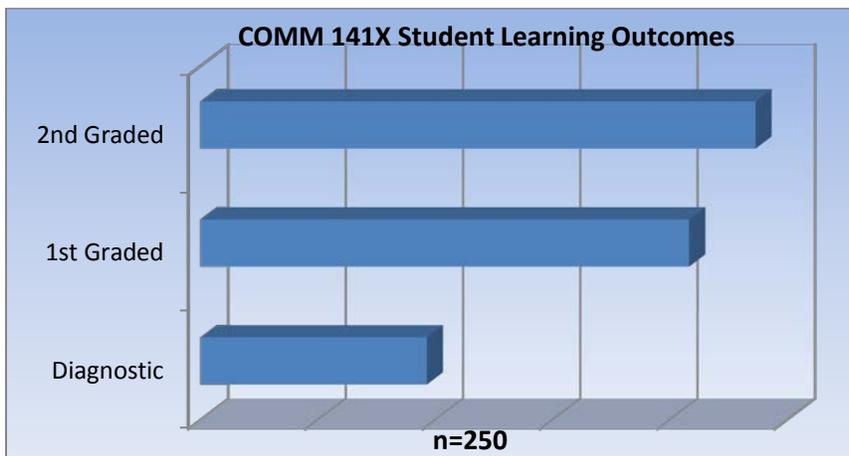
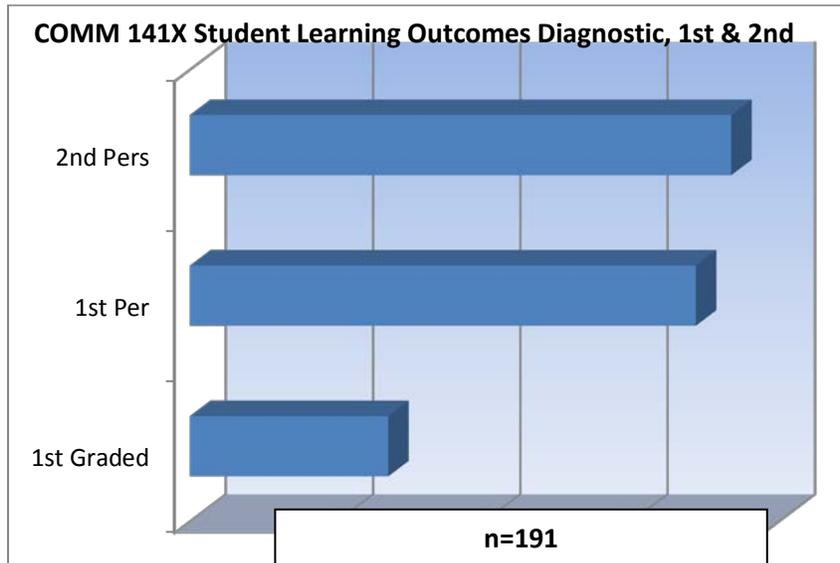


Table 3

COMM 141X Mean Total for Diagnostic and Persuasive Presentations all UAF Campuses

Fall 2011 – Summer 2014



PUBLIC SPEAKING COMPETENCIES

(Please Note: Moving toward a rating of "excellent" regards the QUALITY of parts, NOT just their presence. These are nationally normed criteria. The Department of Communication trains both faculty and TAs in the uniform use of this instrument.)



Unsatisfactory

Satisfactory

Good

Excellent

Superior

SCORES

Competency One:

Assignment Specifics

Evidence of Preparations _____
 Evidence of Practice _____
 Within Specified Time _____
 Meets Assignment Requirements _____

Competency Two:

Introduction

Attention Gaining Material _____
 Thesis/Specific Purpose _____
 Relevance Material _____
 Preview of Points _____
 Transition into Body _____

Competency Three:

Supporting Material/Body of Presentation (Visual Aid if used)

Good Information (content) _____
 Main Points Clear and Elaborated _____
 Relevance of Evidence (sourced) _____
 Smoothness of Introduction of Evidence _____

Competency Four:

Observable Organizational Pattern

Clear Organizational Structure _____
 Internal Transitions _____
 Transition from Body into Conclusion _____
 Summary of Points _____
 Definitive Final Statement _____

Competency Five:

Appropriate Language

Bias-Sensitive Language _____
 Formal Level (no "you" - slang - or unexplained specialized words) _____
 Does not draw attention to speaker or occasion _____
 No Verbal Fillers ("you know"... "like"... etc. _____

Competency Six:

Vocal Presentation

NO READING

NO READING

NO READING

Rate _____
 Expressiveness/changes in pitch _____
 Intensity/Volume _____

Competency Seven:

Pronunciation

Grammar _____
 Articulation (Clarity; not reading or memorized rhythm) _____
 Delivery (not halting, not choppy, minimal note involvement) _____
 No Vocalic Fillers ("Uh"... "Er"... "Um") _____

Competency Eight:

Nonverbal Support of Presentation

Eye Contact with Audience (not just instructor) _____
 Good Use of Note Cards (must have, not held) _____
 No Complete Sentence on Card (except direct quotations) _____
 Lectern Use (no body parts in contact) _____
 Appearance (no hats, attention to self-presentation) _____
 Appropriate use of Gesture and Facial Expression _____