

Appendix B – Cover Sheet

Assessment Grants

Application Form for 2008-2009

Submission Deadline: May 1, 2008

The name of the project: COM 219 Public Speaking Assessment Proposal

Total dollar amount requested from Assessment Grant funds: \$4,979.32

If the department intends to provide matching funds, please include the total dollar amount of matching funds. Otherwise leave this blank: _____

Primary contact:

Name: Sally Blomstrom

Email: blomstrs@erau.edu

Phone: 928-777-6684

The goal(s) of the project:

The objective of the project is to assess student achievement across and within sections of COM 219 Public Speaking during the 2008-2009 academic year. Student performance will be assessed relative to course objectives and measured with items selected from Oral Communication Competencies for students who have completed one college course in public speaking (Morreale, S., Rubin, R. B., & Jones, E., 1998.)

Project abstract:

This project involves gathering data from sections of COM 219 Public Speaking taught at the Prescott campus. The course is required for students in several majors and contributes to meeting criteria for communication skills specified by ABET and ABBI accreditation requirements. Pre-test and post-test self-report measures will be implemented to measure and compare changes in knowledge and skills within and between sections of the course. Additionally representative speeches from each section will be filmed and compared using a single standard for speeches from fall term and from spring term. The comparisons will provide useful information for demonstrating consistency in student performance across sections. Results will be shared with our colleagues university wide.

Submit proposal as an email attachment to Tiffany.Phagan@erau.edu by midnight EST, May 1, 2008, with Assessment Grant Proposal as the subject of the email.

1. Cover sheet: See Appendix B.

2. Objective of the project:

The objective of the project is to assess student achievement across and within sections of COM 219 Public Speaking during the 2008-2009 academic year. Student performance will be assessed relative to course objectives and measured with items selected from Oral Communication Competencies for students who have completed one college course in public speaking (Morreale, S., Rubin, R. B., & Jones, E., 1998.)

3. Participants

All participants listed teach sections of COM 219 at the Prescott campus.

Jamie Beatty	777-6967	beattyj@erau.edu
Sally Blomstrom	777-6684	blomstrs@erau.edu
David Brandstein	777-3895	brandsd@erau.edu
Garrett, Shirl	777-6935	garrets@erau.edu
Nordbrock, Nika	777-3756	nordb982@erau.edu
Yount, Ray		younta@erau.edu

4. Description of project:

This project will take place during the 2008-2009 academic year. The project involves faculty and students in sections of COM 219 Public Speaking, which is a required course for many students and which contributes to meeting accreditation criteria for communication. The project will involve the following:

- Faculty will meet to review current objectives listed for the course and discuss any changes that might be appropriate. Agree on course objectives.
- Each faculty member will be invited to share write up and share what they do to address each course objective.
- The assignments and learning experiences will be discussed and summarized using Richlin's (2006) guide.
- Pre-test measures will be made available on Blackboard for students in all sections
- Pre- and post-test measurements will include items from the Oral Communication Competencies (Morreale, et al., 1998), the HURIER listening profile (Brownell, 2005), and demographic characteristics.
- Speeches from each section will be videotaped
- Participating faculty will meet during the term to review how to evaluate representative speeches and come to agreement on the criteria and the rubric for evaluation (for example in the fall we could look at organization of informative speeches)
- Representative speeches will be posted online for assessment by faculty
- Ask each faculty member to evaluate speeches based on the selected criteria
- At the end of the term all students will be asked to respond to post-test measures
- Data from all sections will be gathered and analyzed
- Faculty will meet to discuss results of the pre and post-test measures
- Faculty will discuss what changes, if any, should be made for spring
- Faculty will meet during the spring to discuss how our selected pedagogical strategies are meeting the objectives for students
- Findings from fall data will be presented at Lilly West
- Faculty will meet at the end of the spring term to discuss how the year went, what we are learning from the assessment process, and how we can expand on the process for the next academic year.

5. Timeline:

May meeting:	Faculty meet together to discuss project
August:	Meet with faculty to present G.I.F.T.S. (Great Ideas for Teaching Speech) that help students address objectives. Discuss how those fit with learning theories. Gather pre-test data
September:	Write preliminary report for submission to Lilly West.
October:	Film representative speeches and post to Blackboard.
November:	Meet with faculty to look at sample speeches and discuss evaluation
December:	Gather post-test data
January:	Meet with faculty to discuss results from fall term and discuss what we are learning from the results. Discuss possible changes. Gather pre-test data.
February:	Implement suggested changes.
March:	Film representative speeches. Present information at Lilly West.
May:	Gather post-test data. Meet with faculty to discuss results from the spring semester and discuss plans for assessment during the 2009-2010 academic year.
June:	Write report.

6. Assessment plan:

This plan will establish benchmarks for future assessment of courses in Public Speaking. Both ABET and ABBI state criteria related to effective communication in their accreditation standards. The findings from the measures implemented in this project will help substantiate that ERAU students are developing public speaking skills. Additionally, the results from the pre-and post-test measures will provide some information about which areas our students perceive are the strongest and which we may want to focus on in the future.

The items selected for the pre and post-test measure are related to the stated objectives for the course, and further refine the objectives. The HURIER listening profile provides feedback on listening style and effectiveness and is related to another objective for the course. Faculty will agree upon an evaluation form for assessing elements of representative speeches.

Another outcome provides a direct benefit to the faculty. Each of the faculty participants has been teaching Public Speaking for several terms. This project will provide a means by which the faculty can share ideas about what is effective in their courses.

Success can be thought of as effectiveness. Two examples will be suggested. If the faculty participants decide to evaluate the effectiveness of introductions for informative speeches, the faculty participants will view introductions from informative speeches delivered in the different sections. If all students in one section have superior introductions, then a conversation would ensue with faculty inquiring how this was accomplished and they may choose to implement a similar exercise in their classes. The second example has to do with comparing responses on pre and post-test measures. If a particular faculty member notices that students perceive they have increased their skills significantly in

delivery, but not in team skills, then the faculty member can choose to make adaptations the following term.

Assessment instruments include items taken from the Oral Communication Competencies (Morreale, 1998), the HURIER listening profile (Brownell, 2005), and an agreed upon evaluation form for use in assessing individual components of representative speeches. Items from the Oral Communication Competencies accessed through the National Communication Association (NCA) website have been piloted during the fall and spring semesters of 2007-2008 in six sections of COM 219. Items were used in a post-course assessment in the fall, refining items taken from the Commission on Public Relations Education report (2006) which were used as a pre-test. The Commission on Public Relations Education is composed of practitioners and educators and the report identifies what employers look for in new hires. The knowledge, skills, and personal traits identified by the Commission were useful, but were found to be too broad. Items from knowledge, skills, and personal traits were refined using the recommendations from NCA. Based on the results of the measure used as a post-test in the fall, modifications were made and the measure was used as a pre-test and a post-test self-report measure in three sections of COM 219 in the spring of 2008. The items represent areas defined by employers and educators as desirable in new hires. The items in the measure specifically look at what Communication professionals expect to see in students who have completed one college course in public speaking.

Data collection will be the primary responsibility of Sally Blomstrom. All faculty participants will assist by making sure students complete the pre and post-test measures and by scheduling time for speeches to be filmed. The filming will be done by students hired to do so.

The data will be used as a benchmark. Once we see how students are doing on the selected criteria, we can expand the discussion and see if stakeholders share this definition of proficiency in public speaking. Results from the assessment project will be shared university wide with our colleagues.

References

- Brownell, J. (2005) *Listening: Attitudes, Principles, and Skills* (3rd Edition.) Allyn & Bacon.
- Morreale, S., Rubin, R. B., & Jones, E. (1998) Speaking and listening competencies for college students. Retrieved October 18, 2007 from <http://www.natcom.org/nca/files/ccLibraryFiles/FILENAME/000000000085/College%20Competencies.pdf>
- Richlin, L. (2006) *Blueprint for Learning: Constructing College Courses to Facilitate, Assess, and Document Learning*. Stylus Publishing. Sterling, VA.