Bergen Community College

ASSESSMENT REPORT FORM FOR ACADEMIC PROGRAM

Assessment Period: Spring 2014, 4th semester of the assessment cycle

Department/Program: Communication

Department Chair: Elin Schikler

Department Assessment Liaison: Jane Phelps

Date Submitted: May 22, 2014

❖ **Program Description or mission/goal statement of the Department/Program**:

   o   Develop responsible communities and individuals
   o   Teach theories, principles, and practices of effective and ethical communication in a range of personal, public, visual and mediated contexts.
   o   Prepare interested students for advanced undergraduate and graduate studies in Communication

❖ **Program Learning Goals/Outcomes**:
   • Demonstrate the ability to speak effectively in personal, social, academic and business situations
   • Learn and apply methods in researching, organizing, delivering and evaluating formal and informal speeches
   • Understand the body of research in related content areas of COM 100
   • Demonstrate knowledge of theories of communication, analysis of effective speaking, interpersonal and intrapersonal communications
   • Develop effective listening skills
   • Demonstrate the ability to participate effectively in discussion groups
   • Demonstrate and understanding of the impact of messages in our society.

1. **Program Learning Goal(s) or Outcome(s) to be assessed (from the above section):**
    Of the students in the required Speech Communication (COM 100) course who will be assessed, 80% or more will be evaluated as satisfactory or excellent on the 8 categories of competence on the Competent Speaker Evaluation Form. The intended outcome is related to the General Education core competency that students will read, speak and listen effectively. Faculty members will use the student learning outcomes to revise course material and incorporate new content in their syllabi.

2. **Means of Assessment:**
    The department determined it would use the same assessment instrument it used in the Spring 2011 assessment with several modifications.

    ▪   **Feedback from Dean:**

3A. Describe or attach assessment tool (s), including sources of data, timeline for data collection and how data will be analyzed.

The department conducted assessments of student learning outcomes in the COM 100 course in the Spring 2011 semester. At the request of CIE the department conducted an accelerated assessment cycle in the Spring 2012 semester so we would have updated information to use in the Middle States Small Team Visit. This was conducted concurrently with semesters 3 and 4 of the previous cycle. The CIE Liaison modified the Spring 2012 assessment instrument in two ways:

1. Modified the assessment form to evaluate two areas of competence in more depth and added questions on a specific area within an area of competence. The areas were:
    a. Provides appropriate supporting material and
    b. Uses an organizational pattern appropriate to the topic, audience and occasion.
2. Expanded the ratings categories from the 3 categories in the Spring 2011 assessment, to 5 categories. We added "Above Average" and "Below Average" and expanded the rubric to reflect the 5 categories.

3B. Desired results faculty would like to see.   The departmental goal is that 80% of students would be assessed as competent or higher in public speaking skills. The results of the Spring 2011 assessment were that 90% of students were assessed as competent or higher in the 8 areas. For the Spring 2012 assessment, the department's goal was to increase above 90% the students assessed as competent in the two areas we focused on, provides supporting material and uses appropriate organizational pattern.

▪ **Feedback from CIE:** In the summer of 2013 CIE conducted a meta-analysis of the College's assessment programs. It evaluated the Communication Department's assessment process as "exemplary."

<mark>SEMESTER 3: COLLECTING AND ANALYZING DATA</mark>

4. **Summary of Results (aggregated data table, survey tool, etc., are attached)**

During the 3rd semester of the cycle (Fall 2013), the department analyzed the assessment results in order to use the information to make adjustments or changes to the curriculum to improve student learning outcomes.

The scores on the post-test ranged from 92.3% to 100% students evaluated as Excellent, Above Average or Satisfactory on all 8 competencies. There were 4 areas where students (N = 2) were evaluated as below average. No students were evaluated as unsatisfactory on any of the competencies.

The 4 areas where 7.7% of students were evaluated as below average are:

Develops logical main points and sub-points;
Provides appropriate supporting material'
Uses vocal variety;
Uses physical behaviors that support the verbal message.

One reason for the absence of unsatisfactory assessments at the post-test level is that students who cannot perform typically drop the course.

The analysis also reported on the overall percent increase in competency, based on the scale of 1 to 5. The 4 areas showing the greatest percent increase in competency are:

34.7%	3A	Cites credible sources
24.9%	4	Uses appropriate organizational pattern
22.8%	3	provides appropriate supporting material
21.5%	5	Uses appropriate language.

There were 7 areas where students were evaluated as below average on the pretest. At the post-test, no students were below average or unsatisfactory in these areas:

Chooses and narrows a topic (#1)
Communicates the thesis (#2)
Cites credible sources (#3A)
Uses appropriate organizational pattern (#4)
Uses appropriate language (#5)

Uses appropriate pronunciation, grammar (#7)

An analysis of the assessment of student learning outcomes in COMN 100 classes indicates that 90% of students were rated as "satisfactory" or better on all of the items, well above the department's goal of 80% or higher. The department identified 2 areas of competence to concentrate on in the Spring 2012 assessment, from the 8 areas of competence evaluated. The two areas are:

3, "Provides appropriate supporting material based on the audience and occasion," and
4, "Uses an organizational pattern appropriate to the topic, audience, occasion and purpose.

The Spring 2012 results indicate that the focus that instructors placed on these two items influenced or changed how they taught and produced improved learning outcomes:

	% Unsatisfactory Item # 3		% Unsatisfactory Item # 4	
	Pre-Instruction	Post-Instruction	Pre-Instruction	Post-Instruction
2011	18.2%	9.6%	11.4%	9.6%
2012	0 %	0 %	0%	0%

The CIE Liaison for Assessment developed a model lesson plan that addressed those areas and made the lessons available to faculty in the Fall 2013 semester to use at their discretion. The department decided it would provide the lessons to adjunct faculty at the January 2014 Conference. A copy of the model lesson plan is attached. The goal is to use assessment results to improve student learning outcomes. The department determined that one way to "close the loop" would be to focus on those two areas in the fourth semester of this assessment cycle, in the Spring 2014 semester.

Observations: in the 2012 assessment no students were evaluated as unsatisfactory in these two areas, either pre- or post-instruction. There are several possible explanations:
1. Teachers are paying more attention to these areas, earlier in the semester. After analyzing the results of the previous year's assessment of student learning outcomes, they are possibly teaching these topics earlier in the semester and using more targeted material.
2. These are fundamental competencies. Students who cannot master these areas are more likely to understand that they will not be able to pass the class and will drop the course.

5. **Recommendations for Improvement:**

▪ **Feedback from Dean:**

6. Use of Results:

The Liaison provided the results of the 2011 and 2012 assessments to the department and developed a model lesson plan for the 2 areas to focus on. The department decided to provide the lesson plan to the adjunct faculty at the January 2014 Adjuncts Conference, for them to use in their classes. The department discussed using the model lesson plan as an optional supplement to the lesson plans they have. The model lesson plan is attached.

The department will begin the next assessment cycle in the Fall 2014 semester.

Bergen Community College
School of Arts, Humanities and Wellness
Department of Communication

Report on 2011 and 2012 Assessment of Student Learning Outcomes in COM 100
July 17, 2012

The Communication Department conducted an assessment of student learning outcomes in the Speech Communication COM 100 course in the Spring 2011 semester. The assessment was the second step in the College's two-year assessment cycle.   The steps of the plan and the timeframes are:

> Step I, Fall 2010: Establish goals, develop the assessment plan
> Step II, Spring 2011: Conduct the assessment
> Step III, Fall 2011: Analyze the results
> Step IV, Spring 2012:   Develop recommendations for improving student learning outcomes, determine what to measure in the next assessment cycle, and how.

This spring the Department accelerated the next cycle of assessment. We conducted Steps I and II of the new assessment cycle: we established goals, developed the assessment plan; and conducted the assessment.

Following is an overview of the steps and a summary of the assessment results, as tabulated and reported by the Center for Institutional Effectiveness.   The CIE tables of results are attached.

Step I - Fall 2010
In the Fall 2010 semester, the Communication Department agreed on a plan to assess student learning outcomes in the COM 100 course. The assessment was designed to measure three COM 100 Course Objectives as stated in the Course Guide:

> Objective # 3, "To help students develop confidence in their ability to speak in public situations"
> Objective # 2, "To develop an ability to speak effectively in personal, social, academic and business situations,"
> Objective # 1, "To improve individual communication skills."

The goal was for 80% of the students to demonstrate satisfactory or excellent skills on the eight categories of competence on the Competent Speaker Evaluation Form. The department decided to evaluate students after their first major speech and again after their final major speech of the semester.

The assessment instrument the department decided to use is "The Competent Speaker Speech Evaluation Form," developed by the Speech Communication Association Committee for Assessment and Testing (1993). The instrument has been validated to provide a "statistically valid and reliable tool for

the assessment of public speaking performance." The instrument consists of eight areas of competence related to public speaking, four having to do with preparing the speech and four with delivering it.

Step II - Spring 2011

In the Spring 2011 semester, faculty members in the Communication Department conducted the assessment. They were asked to fill out a questionnaire for each student in one section, after the first speech at the beginning of the semester ("pre-test") and after the last speech at the end of the semester ("post-test"). The evaluation form had a space for a unique code to identify students, so results could be compared.

The assessment form was designed to be easy to use. To code students' speeches, faculty members just had to fill in one of three bubble codes for each of the 8 areas of competence: "excellent," "satisfactory," or "unsatisfactory."   The grading rubric was printed on the back.

Ten faculty members submitted 167 pre- and post-test student evaluations that could be matched and compared. An additional 165 student assessments were submitted for the pre-test, but the coding could not be matched pre-and post test. The coding for the three categories of instructors was separate so the assessments could be analyzed for each group. Out of the eligible pool of 31 faculty members and adjuncts who teach a COM 100 course, matched assessments were submitted by 4 tenured or tenure track professors, 4 lecturers and 2 adjunct instructors.

The data was collected and input into the department's Tk20 report.

Overall, at least 90% of the students demonstrated competence in each of the measures.

Step III – Fall 2011

Following is a summary of the results analyzed by CIE. More information on the CIE tables of results is provided in a separate attachment:

1. The scores in the post-test phase ranged from 90.7% to 99.4% of students evaluated as "satisfactory" or "excellent" on all 8 measures of competence. This exceeded the department's goal, which was for 80% of the COM 100 students to be evaluated as competent speakers on 8 measures, at the end of the semester.
2. The overall mean increase in competency, as measured by the percent increase in the composite score on each of the measures, ranged from 14.8% on #2 (communicates thesis) to 26.7% on # 8 (physical behaviors). (Table 3 on the Attachment).   All percent changes from pre- to post-test were statistically significant.
3. The highest measured areas of competency pre-instruction were #1 ("chooses a topic"), # 2 ("communicates thesis"), and #5 ("uses appropriate language). They were the highest areas of competency post-instruction as well. Improvement in these three measures ranged from 14.8% (item # 2) to 17.3% (item # 5).
4. When looking specifically at the "excellent" rating, these three areas were the strongest competency areas both pre- and post-instruction. The percent change in these categories was: #1 topic selection, from 48% evaluated as excellent pre-instruction to 81.5% percent excellent

post-instruction; #2 thesis, from 37.5% excellent pre- to 71.4% post-instruction, and #5, language, from 32% pre- to 71.3% excellent post-instruction.

5. The three lowest measured areas of competency pre-instruction were # 6 ("uses vocal variety…"), # 8 ("uses physical behaviors…") and #3 ("provides appropriate supporting material…").   Students showed significant improvement in these areas. Post-instruction, the percent of students evaluated as unsatisfactory on competency #6 decreased from 29.5% in the pre-instruction to 4.4% post-instruction (a 25.9% change); the percent unsatisfactory on #8 decreased from 22.9% pre-instruction to 3.7% post-instruction (a 26.7% change), and the percent unsatisfactory on #3 decreased from 18.2% to 9.6% (a 15% change).

6. The percent of students evaluated as "unsatisfactory" at the end of the semester ranged from 9.6% on # 3 ("provides supporting material") and # 4 ("uses appropriate organizational pattern") to 0.7% on # 1(topic selection).

7. When looking at the adjuncts in comparison to the tenure track faculty and lecturers, the results show there is not much difference in the assessments of the adjuncts. Because the number of adjuncts is so small in comparison to the lecturers and tenure track faculty, the differences cannot be analyzed easily.   The differences can be due to preparation, how the competencies are taught, and the ratings used. While the differences were small, there were some adjunct scores that showed variation from the other instructors. It seems the adjuncts overrated # 7 on the pre-test. In the post-instruction evaluations, the adjuncts' percent difference scores on items #7 and 8 are lower.

8. When looking at the overall percent increase results for the mean composite scores, note that the scores are based on a scale of 1.0 to 3.0, with the difference being just 2. Note the average: if it falls closer to 3, then the evaluation is excellent to satisfactory; if it's closer to 1, then the composite is closer to unsatisfactory.

Step IV – Spring 2012

In the next stage of the assessment cycle the department evaluated the results and identified how we can use these results in the classroom to improve student learning outcomes. We determined what to measure in the next cycle and how.

The department decided to accelerate the assessment cycle and undertook Steps I and II of the next cycle.

The department made the following recommendations for the next assessment cycle:

1. The department decided to evaluate two areas of competence in more depth and to add questions on a specific element(s) within an area of competence.

2. We chose to focus on what we think are the most important areas:
    "Provides appropriate supporting material" and
    "Uses an organizational pattern appropriate to the topic, audience and occasion."
    On both items, the percent of students who were evaluated as unsatisfactory at the end of the Spring 2011 semester was 9.6%. While this was an improvement from the pre-instruction evaluations of, respectively, 18.2% unsatisfactory and 11.4% unsatisfactory, those areas are where we can have the most impact.

3. We determined that we would use the same assessment instrument. We expanded the ratings categories from the 3 categories in the Spring 2011 assessment, to 5. In addition to "Excellent," "Satisfactory," and "Unsatisfactory," we added "Above Average" and "Below Average." The 5 rating categories would be collapsed to allow for comparison with the Spring 2011 assessment. The institutional research group agreed that this would be possible.
4. We expanded the rubric to reflect the 5 categories.
5. We again used a confidential coding system to match students' pre- and post- assessments. The assessments need to be confidential to protect the privacy of both students and faculty members.
6. The assessment again evaluated students' competence after the first informative speech and the final persuasive speech. We decided this provides a typical representation of student growth.
7. An important element of the next assessment cycle is to "close the loop" and incorporate a model lesson plan for the areas that will be assessed in more detail. For example, if we are looking at "provides appropriate supporting material," then a lesson plan on that topic could be provided to the faculty members who are participating. If the assessment results show the lessons are effective in improving learning outcomes, we could provide them to all faculty members and used more broadly.
8. The department decided to accelerate the assessment cycle and conduct the next assessment in the Spring 2012 semester.
9. While all faculty members were invited to participate, we determined that we could use a smaller sample for this iteration. A sample size of as few as 25 - 30 responses would provide sufficient data.

Spring 2012 Assessment Results

The scores on the post-test ranged from 92.3% to 100% students evaluated as Excellent, Above Average or Satisfactory on all 8 competencies. There were 4 areas where students (N = 2) were evaluated as below average. No students were evaluated as unsatisfactory on any of the competencies.

The 4 areas where 7.7% of students were evaluated as below average are:
develops logical main points and sub points
provides appropriate supporting material
uses vocal variety
uses physical behaviors that support the verbal message.

One reason for the absence of unsatisfactory, at the post-test is that students who cannot perform typically drop the course.

The analysis also reported on the overall percent increase in competency, based on the scale of 1 to 5. The 4 areas showing the greatest percent increase in competency:

34.7%	3A	Cites credible sources
24.9%	4	Uses appropriate organizational pattern

22.8%	3	Provides appropriate supporting material
21.5%	5	Uses appropriate language

The 4 areas showing the least percent increase in competency:

4.7%	8	Uses physical behaviors that support the verbal message
4.8%	1	Chooses and narrows a topic appropriately
5.3%	2A	Develops logical main points and sub-points that support the thesis
11.8%	6	Uses vocal variety
20.9%	7	Uses appropriate pronunciation, grammar and articulation

There were 6 areas where students were evaluated as below average on the pretest; at the post-test, no students were below average or unsatisfactory in these areas:

Chooses and narrows a topic (#1)
Communicates the thesis (#2)
Cites credible sources (#3A)
Uses appropriate organizational pattern (#4)
Uses appropriate language (#5)
Uses appropriate pronounciation, grammar (#7)

The two areas of competence we focused on in the Spring 2012 assessment were # 3, "Provides appropriate supporting material based on the audience and occasion" and item # 4, "Uses an organizational pattern appropriate to the topic, audience, occasion and purpose.

	% Unsatisfactory Item # 3		% Unsatisfactory Item # 4	
	Pre-Instruction	Post-Instruction	Pre-Instruction	Post-Instruction
2011	18.2%	9.6%	11.4%	9.6%
2012	0 %	0 %	0 %	0 %

Attached are two summaries from the 2012 Center for Institutional Effectiveness: the "Communication Course Evaluations: Spring 2012" and the "Communication Course Evaluations: Spring 2011."

Observations

In the 2011 assessment, for items # 3 and # 4, the percent of students who were evaluated post-instruction as unsatisfactory was 9.6%. This was an improvement from the pre-instruction evaluations of 18.2% (item # 3) and 11.4% unsatisfactory (item # 4). In the 2012 assessment, no students were evaluated as unsatisfactory in these two areas, either pre-or post-instruction. There are several possible explanations:

1. Teachers are paying more attentive to these areas, earlier in the semester. After analyzing the results of the previous year's assessment of student learning outcomes, they are possibly teaching these topics earlier in the semester, and using more targeted material.
2. These are fundamental competencies. Students who cannot master these areas are more likely to understand that they will not be able to pass the class, and will drop the course.

Conclusions

The assessment of student learning outcomes in COM 100 is valuable in several ways:

1. It provides useful information for teachers as to the areas where students have the most trouble. With this information, it is possible to develop lesson plans, modify and adapt the course to focus on what students are struggling with.
2. The information helps teachers plan how and when to cover topics that students have problems with.
3. An advantage of administering the assessment broadly is that the results are more representative of all faculty members.

Next Steps

Step III – Fall 2012.

The department will analyze the results in more detail in the Fall 2012 semester. We will identify 1 or 2 areas of competence to concentrate on. We will canvass the department to develop model lesson plans that can be made available to all COM 100 teachers for them to use at their discretion   We will consider whether to recommend to adjuncts that they use the model lesson plans. Other departmental recommendations may result from a more detailed review of the assessments.

Appendices:
CIE Communications Course Evaluations: Spring 2012
CIE Communications Course Evaluations: Spring 2011
The Competent Speaker Speech Evaluation Form, Revised Spring 2012
The Competent Speaker Speech Evaluation Form
Grading Rubric for The Competent Speaker Speech Evaluation, Revised Spring 2012
Grading Rubric for The Competent Speaker Speech Evaluation

Report submitted by:

Jane Phelps, Assistant Professor, Department of Communication
Elin Schikler, Associate Professor and Chair of the Department of Communication

References

Morreale, Sherwyn P., Moore, Michael R., Taylorm, K. Phillip, Surges-Tatum,
    Donn and Hulbert-Johnson, Ruth, eds. "The Competent Speaker Speech
    Evaluation Form. Washington, D.C.: National Communication Association,
    1993.

BERGEN COMMUNITY COLLEGE
CENTER FOR INSTITUTIONAL EFFECTIVENESS
Communication Course Evaluations: Spring 2012

General Observations:

- The following data were received from 2 faculty members, who submitted pre- and post-test evaluations of 26 students. Students who did not complete one or either condition were not included in this analysis.
- During the second evaluation, no competency scores exceeded 8% Below-Average.
- The overall mean increase in competency, as measured by percentage increase in composite score (Table 2) was 17%.

Table 1: Pre- and Post-Test Tabulations

Competency	Excellent		Above-Average		Satisfactory		Below-Average		Unsatis
	Pre-	Post	Pre-	Post	Pre-	Post	Pre-	Post	Pre-
1. Chooses and narrows a topic appropriately for the audience and occasion.	9 (34.6%)	7 (26.9%)	9 (34.6%)	17 (65.4%)	7 (26.9%)	2 (7.7%)	1 (3.8%)	0	0
2. Communicates the thesis/specific purpose in a manner appropriate for the audience and occasion.	2 (7.7%)	6 (23.1%)	11 (42.3%)	15 (57.7%)	12 (46.2%)	5 (19.2%)	1 (3.8%)	0	0
Develops logical main points and sub-points that support the thesis	2 (7.7%)	4 (15.4%)	11 (42.3%)	14 (53.8%)	13 (50%)	6 (23.1%)	0	2 (7.7%)	0
3. Provides appropriate supporting material based on the audience and occasion.	1 (3.8%)	8 (30.8%)	12 (46.2%)	16 (61.5%)	9 (34.6%)	0	0	2 (7.7%)	0
Cites credible sources when research is necessary and appropriate to elaborate on thesis	1 (3.8%)	2 (7.7%)	2 (7.7%)	15 (57.7%)	13 (50%)	9 (34.6%)	10 (38.5%)	0	0
4. Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.	5 (19.2%)	11 (42.3%)	4 (15.4%)	15 (57.7%)	14 (53.8%)	0	1 (3.8%)	0	0
5. Uses language that is appropriate to the audience, occasion, and purpose.	5 (19.2%)	15 (57.7%)	11 (42.3%)	11 (42.3%)	9 (34.6%)	0	1 (3.8%)	0	0
6. Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest.	5 (19.2%)	8 (30.8%)	7 (26.9%)	14 (53.8%)	14 (53.8%)	2 (7.7%)	0	2 (7.7%)	0
7. Uses pronunciation, grammar, and articulation appropriate to the designated audience.	9 (34.6%)	20 (76.9%)	7 (26.9%)	4 (15.4%)	8 (30.8%)	2 (7.7%)	2 (7.7%)	0	0
8. Uses physical behaviors that support the verbal message.	9 (34.6%)	14 (53.8%)	10 (38.5%)	8 (30.8%)	6 (23.1%)	2 (7.7%)	1 (3.8%)	2 (7.7%)	0

Table 2: Mean Composite Score* Overall Percent Increase

Competency	Pre-Test	Post-Test	Percent Change
1. Chooses and narrows a topic appropriately for the audience and occasion.	4.00	4.19	4.8%
2. Communicates the thesis/specific purpose in a manner appropriate for the audience and occasion.	3.54	4.04	14.1%
Develops logical main points and sub-points that support the thesis	3.58	3.77	5.3%
3. Provides appropriate supporting material based on the audience and occasion.	3.38	4.15	22.8%
Cites credible sources when research is necessary and appropriate to elaborate on thesis	2.77	3.73	34.7%
4. Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.	3.54	4.42	24.9%
5. Uses language that is appropriate to the audience, occasion, and purpose.	3.77	4.58	21.5%
6. Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest.	3.65	4.08	11.8%
7. Uses pronunciation, grammar, and articulation appropriate to the designated audience.	3.88	4.69	20.9%
8. Uses physical behaviors that support the verbal message.	4.04	4.23	4.7%

*Composite scores are based on 26 students for whom data was available, according to the following scale:

Excellent = 5.00, Above Average = 4.00, Satisfactory = 3.00, Below Average = 2.00, Unsatisfactory = 1.00

BERGEN COMMUNITY COLLEGE, CENTER FOR INSTITUTIONAL EFFECTIVENESS

Communication Course Evaluations: Spring 2011

General Observations:

- The following data were received from 10 faculty members, who submitted pre- and post-test evaluations of 167 students. Students who did not complete one or either condition were not included in this analysis.

- During the post-test phase, no competency scores exceeded 10% Unsatisfactory.
- The overall mean increase in competency, as measured by percentage increase in composite score (Table 2) was 15%. All percent changes from pre- to post-test were statistically significant.

Table 1: Pre- and Post-Test Tabulations

Competency	Unsatisfactory		Satisfactory		Excellent	
	Pre-	Post-	Pre-	Post	Pre-	Post
1. Chooses and narrows a topic appropriately for the audience and occasion.	14 (8.4%)	1 (0.6%)	65 (38.9%)	29 (17.7%)	88 (52.7%)	134 (81.7%)
2. Communicates the thesis/specific purpose in a manner appropriate for the audience and occasion.	15 (9.0%)	2 (1.2%)	77 (46.1%)	43 (26.2%)	75 (44.1%)	119 (72.6%)
3. Provides appropriate supporting material based on the audience and occasion.	28 (16.8%)	15 (9.3%)	90 (53.9%)	59 (36.4%)	49 (29.3%)	88 (54.3%)
4. Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.	23 (13.8%)	15 (9.3%)	91 (54.5%)	48 (29.6%)	53 (31.7%)	99 (61.1%)
5. Uses language that is appropriate to the audience, occasion, and purpose.	11 (6.6%)	2 (1.2%)	93 (56%)	44 (27.0%)	62 (37.3%)	117 (71.8%)
6. Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest.	52 (31.1%)	7 (4.5%)	74 (44.3%)	75 (48.4%)	41 (24.6%)	73 (47.1%)
7. Uses pronunciation, grammar, and articulation appropriate to the designated audience.	34 (20.5%)	7 (4.2%)	84 (50.6%)	64 (38.8%)	48 (28.9%)	94 (57.0%)
8. Uses physical behaviors that support the verbal message.	34 (20.4%)	6 (3.8%)	96 (57.5%)	59 (36.9%)	37 (22.2%)	95 (59.4%)

Table 2: Mean Composite Score* Overall Percent Increase

Competency	Pre-Test	Post-Test	Percent Change
1. Chooses and narrows a topic appropriately for the audience and occasion.	2.44	2.81	15.2%
2. Communicates the thesis/specific purpose in a manner appropriate for the audience and occasion.	2.36	2.71	14.8%
3. Provides appropriate supporting material based on the audience and occasion.	2.13	2.45	15.0%
4. Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.	2.18	2.52	15.6%
5. Uses language that is appropriate to the audience, occasion, and purpose.	2.31	2.71	17.3%
6. Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest.	1.93	2.43	25.9%
7. Uses pronunciation, grammar, and articulation appropriate to the designated audience.	2.08	2.53	21.6%
8. Uses physical behaviors that support the verbal message.	2.02	2.56	26.7%

*Composite scores are based on 167 students for whom data was available, according to the following scale:

Excellent = 3.00, Satisfactory = 2.00, Unsatisfactory = 1.00

Bergen Community College
Spring 2012 Assessment of Student Learning Outcomes in COM 100:
The Competent Speaker Speech Evaluation Form (Revised Feb. 2012)

Student Alphanumeric ID number_____

Date_____

Assign a number to each student. Keep a log of the number you assign to each student so you can use the same numbers for the post-instruction evaluation. This way the pre-and post-evaluations can be compared. You will be the only person who knows this number: the evaluations are completely anonymous.

Please fill in the appropriate bubble for each competency using this 5-point scale. The grading rubric is on the reverse side.

Competency	Excellent 5	Above Average 4	Satisfactory 3	Below Average 2	Unsa tory 1
1. Chooses and narrows a topic appropriately for the audience and occasion.	O	O	O	O	O
2. Communicates the thesis/specific purpose in a manner appropriate for the audience and occasion.	O	O	O	O	O
Develops logical main points and sub-points that support the thesis.	O	O	O	O	O
3. Provides appropriate supporting material based on the audience and occasion.	O	O	O	O	O
Cites credible sources when research is necessary and appropriate to elaborate on thesis.	O	O	O	O	O
4. Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.	O	O	O	O	O
5. Uses language that is appropriate to the audience, occasion, and purpose.	O	O	O	O	O
6. Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest.	O	O	O	O	O
7. Uses pronunciation, grammar, and articulation appropriate to the designated audience.	O	O	O	O	O
8. Uses physical behaviors that support the verbal message.	O	O	O	O	O

The Competent Speaker Speech Evaluation Form
Spring 2011

Student Alphanumeric ID number_____   Date_____

Please fill in the appropriate bubble for each competency. .

Competency	Excellent	Satisfactory	Unsatisfac-tory
9. Chooses and narrows a topic appropriately for the audience and occasion.	O	O	O
10. Communicates the thesis/specific purpose in a manner appropriate for the audience and occasion.	O	O	O
11. Provides appropriate supporting material based on the audience and occasion.	O	O	O
12. Uses an organizational pattern appropriate to the topic, audience, occasion, and purpose.	O	O	O
13. Uses language that is appropriate to the audience, occasion, and purpose.	O	O	O
14. Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest.	O	O	O
15. Uses pronunciation, grammar, and articulation appropriate to the designated audience.	O	O	O
16. Uses physical behaviors that support the verbal message.	O	O	O

Spring 2012 Assessment of Student Learning Outcomes in COM 100: Grading Rubric for *The Competent Speaker Speech Evaluation Form*

Objective/ Criteria	Performance Indicators Excellent 5 points	Above Average 4 points	Satisfactory 3 points	Below Aver 2 points
Topic Selection	The speaker presents a **topic and a focus** that are **exceptionally appropriate** for the purpose, time constraints and audience.	The speaker presents **a topic and focus** that are **excellent** for the purpose, time, constraints and audience.	The speaker presents a **topic and a focus** that are **appropriate** for the purpose, time constraints and audience.	The speaker presents and focus that are **be average** in **appropria** for the purpose, time audience.
Thesis/Specific Purpose	The speaker communicates a **thesis/specific purpose** that is **exceptionally clear and identifiable**.	The speaker communicates **a thesis/specific purpose** that is **above average** in clarity.	The speaker communicates **a thesis/specific** purpose that is **adequately clear and identifiable**.	The speaker commun **thesis/purpose** that **average** in clarity.
Supporting Material	The speaker uses **supporting material** that is **exceptional** in quality and variety.	The speaker uses **supporting material** that is **above average** in quality and variety.	The speaker uses **supporting material** that is **appropriate** in quality and variety.	The speaker **support material** is **below av** quality and variety.
Organizational Pattern	The speaker uses an **exceptional introduction and conclusion** and provides **exceptionally clear and logical progression** within and between ideas.	The speaker uses an **above average i**ntroduction and **conclusion** and provides **above average logical progression** within and between ideas.	The speaker uses an **appropriate introduction and conclusion** and provides a **reasonably clear and logical** progression within and between ideas.	The speaker uses an **introduction and con** that are **below avera** and/or provides **belo average logical** progr within and between
Language Use	The speaker uses **language that** is **exceptionally** clear, vivid and appropriate.	The speaker uses **language** that is **above average in** clarity, vividness and appropriateness.	The speaker uses l**anguage** that is **reasonably** clear, vivid and appropriate.	The speaker uses **lan** that is **below averag** clarity, vividness or appropriateness.
Vocal Variety	The speaker makes **exceptional use of vocal variety** in a conversational mode.	The speaker is **above average** in using **vocal variety** in a conversational mode.	The speaker makes **acceptable use of vocal variety** in a conversational mode.	The speaker is **below** in using **vocal variety** conversational mode
Pronunciation/ Grammar/ Articulation	The speaker has **exceptional articulation, pronunciation and grammar**.	The speaker **is above average** in **articulation, pronunciation, and grammar.**	The speaker has **acceptable articulation,** with few **pronunciation or grammatical errors**.	The speaker is **below** in **articulation, pronu and grammar**.
Physical Behaviors	The speaker demonstrates **exceptional posture, gestures, bodily movement, facial expressions, eye contact, and dress**.	Speaker uses **above average posture, gestures, bodily movement, eye contact and facial expressions and dress.**	The speaker demonstrates **acceptable posture, gestures, facial expressions, eye contact and dress.**	The speaker demons **below average postu gestures, facial expre eye contact and dres**

Spring 2011 Assessment of Student Learning Outcomes in COM 100: Grading Rubric for
The Competent Speaker Speech Evaluation Form

Objective/Criteria	Performance Indicators Excellent	Satisfactory	Unsatisfactory
Topic Selection	The speaker presents a **topic and a focus** that are **exceptionally appropriate** for the purpose, time constraints and audience.	The speaker presents a **topic and a focus** that are **appropriate** for the purpose, time constraints and audience.	The speaker presents a **topic and a focus** that are **not appropriate** for either the purpose, time constraints or audience.
Thesis/Specific Purpose	The speaker communicates a thesis/specific purpose that is **exceptionally clear and identifiable**.	The speaker communicates a thesis/specific purpose that is **adequately clear and identifiable**.	The speaker **does not communicate a clear and identifiable** thesis/specific purpose.
Supporting Material	The speaker uses **supporting material** that is **exceptional** in quality and variety.	The speaker uses **supporting material** that is **appropriate** in quality and variety.	The speaker uses **supporting material** that is i**nappropriate** in quality and variety.
Organizational Pattern	The speaker uses an **exceptional introduction and conclusion** and provides **exceptionally clear and logical** progression within and between ideas.	The speaker uses an **appropriate introduction and conclusion** and provides a **reasonably clear and logical** progression within and between ideas.	The speaker **fails to use an introduction or conclusion** and **fails to provide a reasonably clear and logical progressio**n within and between ideas.
Language Use	The speaker uses **language that** is **exceptionally** clear, vivid and appropriate.	The speaker uses l**anguage** that is **reasonably** clear, vivid and appropriate.	The speaker uses **unclear or inappropriate** language.
Vocal Variety	The speaker makes **exceptional use of vocal variety** in a conversational mode.	The speaker makes **acceptable use of vocal variety** in a conversational mode.	The speaker **fails to use vocal variety** and fails to speak in a conversational mode.
Pronunciation/ Grammar/ Articulation	The speaker has **exceptional articulation, pronunciation and grammar**.	The speaker has **acceptable articulation,** with few pronunciation or grammatical errors.	The speaker **fails to use acceptable articulation, pronunciation and grammar**.
Physical Behaviors	The speaker demonstrates **exceptional posture, gestures, bodily movement, facial expressions, eye contact, and use of dress**.	The speaker uses **acceptable posture, gestures, facial expressions, eye contact and dress**.	The speaker **fails to use acceptable posture, gestures, facial expressions, eye contact, and dress**.

Fourth Semester of Assessment of Student Learning Outcomes in COM 100
Spring 2014

Model Lesson Plan Provided to COM 100 Faculty Members
to "Close the Loop"
in Two Topics:

PROVIDES APPROPRIATE SUPPORTING MATERIAL
USES ORGANIZATIONAL PATTERNS APPROPRIATE TO THE TOPIC

An analysis of the assessment of student learning outcomes conducted in the COMN 100 class indicated that 90% of students were rated as "satisfactory" or better on all of the items, well above the department's goal of 80% or higher. The two areas of public speaking competence that had the lowest scores are "provides appropriate supporting material" and "uses organizational patterns appropriate to the topic." The goal is to use assessment results to improve student learning outcomes. The department determined that one way to "close the loop" would be to focus on those two areas in the fourth semester of this assessment cycle, in the Spring 2014 semester.

These two areas correspond to the following steps in DeVito's Steps in Preparing Speeches: Step 3: research your topic; Step 4: collect supporting material; Step 5: develop your main points; and Step 6: Organize your speech materials. This lesson plan will be provided to all faculty members for their consideration. It will be recommended that all adjunct faculty members use this lesson. This following lesson plan is modified from *Essentials of Human Communication, Eighth Edition.*

Knowledge Objective: *Students should understand the importance of research, and organization.*
SKILLS OBJECTIVE: *After completing this chapter, students should know how to (1) research a speech topic and (2) organize a speech.*

RESEARCH YOUR TOPIC – Research is essential for your audience to profit from your speech.

Research Principles
Begin your search by examining what you already know.
Continue your search by getting an authoritative but general overview of the topic (e.g., an encyclopedia article, book chapter).
Follow up the general overview with increasingly more detailed and specialized sources.
Gather a variety of different types of research.
      News sources
      Biographical material
      Academic research articles
Distinguish between primary (original) and secondary (discusses primary research) sources.

Research Sources
Libraries – libraries are storehouses for both print and computerized databases; start by becoming familiar with a specific library (e.g., the on campus library); some online

sources that might prove useful include:

Library of Congress
Virtual Library
Internet Public Library

Interviews

Select the person you wish to interview.
Secure an appointment.
Create a cheat sheet (a list of what you want to say during the interview).
Ask open-ended questions.
Ask for permission to tape or print the interview.
After the closing, follow up with an expression of appreciation.

Research Evaluation - All research materials must be evaluated (especially true of online sources).

Qualifications - Does the author have the necessary credentials?
Currency - When was the information published?
Fairness - Does the author present information fairly and objectively?
Sufficiency - Is the information enough to establish the claim?
Accuracy - Is the information accurate?

Research Integration and Citation – suggestions for integration include:

Mention the sources in your speech by citing at least the author and his or her qualifications and, if helpful, the publication in which the source was found and the date it was published.

It is better to err on the side of too much information about your research rather than not enough.

Avoid useless expressions such as "I have a quote here."

Citing research sources – In addition to the oral citations, you will also need to prepare a written reference list.

COLLECT SUPPORTING MATERIALS

Support to amplify the concepts in an informative speech include:

examples, illustrations, and testimony of authorities
definitions to clarify complex terms
statistics (summary figures) for explaining trends
presentation aids to help clarify vague concepts

Support used in a persuasive speech include:

logical support: reasoning from specific instances and from general principles, from analogy, from causes and effects, and from signs
motivational support: appeals to emotions and desires of the audience
credibility appeals: establishing your reputation, competence, expertise.

DEVELOP YOUR MAJOR POINTS

Use your thesis statement to generate your main ideas:

Eliminate or Combine Points
Select Points That Are Most Relevant
Phrase Propositions in Parallel Style
Develop Main Points Separately and Distinctly

ORGANIZE YOUR SPEECH MATERIALS

Organization is essential to your audience's understanding and remembering what you say. Organizational patterns include:

Time Pattern – based on temporal relationships; past, present, future

Spatial Pattern – based on space, geography

Topical Pattern – based on subtopics, component parts

Problem-Solution Pattern – works best for persuasive speeches

Cause-Effect/Effect-Cause Pattern – similar to problem-solution

The Motivated Sequence – arranging information to motivate audience to have a positive response to your purpose; has five steps:

Attention: make the audience anxious to hear what you have to say

Need: create a need in your audience to listen

state the problem as it exists or will exist

illustrate the need with specific examples, statistics, testimony

explain how the problem directly affects the needs of your audience

Satisfaction: present a solution that satisfies the audience's needs you highlighted in the

Visualization: intensify the audience's feelings or beliefs; vividly illustrate the positive benefits of the solution to your audience or the negative consequences that await them if they do not adopt your solution

Action: tell audience specifically what they should do to satisfy the need you identified

Additional Patterns

Structure-Function: use to show how something is constructed and what it does

Comparison and Contrast: use to analyze differences between things

Pro and Con/Advantages and Disadvantages: use to explain objectively a plan, method, or product

Claim and Proof: use to prove the truth or usefulness of a proposition

Multiple Definition: use to explain the complex nature of a concept

Who, What, Why, Where, When: journalistic pattern; useful in reporting or explaining an event

Fiction-Fact: used to clarify certain misconceptions people may have about something

Model Lesson Plan to "Close the Loop"
in
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▪ **Feedback from CIE:**