Assessment Summary for Communication: Speech (CS)

2014-2015

General Education Goal Assessed:
Communication: Speech (CS)
Course(s)

Courses with CS designations are taught across programs and departments on campus. Over the past 10 years, 126 different CS courses have been offered. In the past 3 years, the number of unique CS courses offered dropped to 100. In the past 10 years:

- The World Languages and Cultures Department has offered the most CS courses with 58 unique courses offered across Spanish (20 courses). Russian (14 courses), German (10 courses), French (9 courses), and World Language (5 courses).
- The Theatre department has the next highest offerings, with 22 unique CS courses being offered over the past 10 years.
- The Communication Department has offered the third highest number of unique CS courses, with 15 offerings over the past 10 years. These number reflect Special Topics courses as well as independent studies that received a CS designation from Fall 2005-Spring 2015. See Appendix 1 for more details.

During the 2014-2015 academic year, there were 88 unique CS courses offered. Similar to the pattern of offerings over the past 10 years, the highest number of CS courses was in World Languages and Cultures (42 courses), Theatre (16 courses), and Communication (15 courses). CS designated courses were also offered in IT/CS (5 courses), Psychology (3 courses), Art and Art History (2 courses), ESL (2 courses), and one course offered in Chemistry, Accounting, Business and Economics, and Education.

Course Objective

Definition of Communication (from Faculty Handbook)
Communication (C)
   To enhance communication skills, students must take at least four "C" courses (minimum 12 credits). At least two courses and six credits must be writing-based (CW); the remaining courses and credits may be speech-based (CS) or writing-based (CW). One CW course must be in the POE.

Definition of CS (from Faculty Handbook)
Communication: Speech (CS)
   A speech-based (CS) course requires at least 25% of the grade be determined by two or more oral individual or group presentations, and it fulfills two requirements: (1) The course aims to develop rhetorical skills necessary for effective and creative speech in individual, group or public presentation. This may include one or more of the following: speech design and delivery, listening, negotiation, leadership, persuasion, collaboration, or decision making. (2) The course offers students at least two opportunities to demonstrate these skills. Evaluation of the first opportunity guides improvement of the second.

Focus of the Assessment

The goal of this assessment was to explore how clear and effective speech is articulated across current CS courses. In addition, our goal was to identify strengths and weaknesses in student skills related to clear and effective speech across a sample of CS courses.

Because CS courses are offered across an array of disciplines and the CS definition is written broadly, the committee first wanted to explore the range of *communication: speech* learning outcomes and goals reflected in CS courses. In addition, because the type of CS instructional activities and learning goals varied widely across courses, a universal assessment (e.g., application of a rubric for clear and effective speech) would not be meaningful across the diverse CS courses. Consequently, the CS committee decided to examine student outcomes across a sample of CS courses to be able to articulate student learning related to clear and effective speech. In addition, the committee examined ratings of public presentations by Juniata students held during Juniata's Liberal Arts Symposium day. The ratings were based on items representative of clear and effective speech. Faculty, staff, and students filled out the evaluations. Ratings on the speeches were compared for students who had taken CS courses versus those who had not. Surveys collected by the Institutional Research office were also reviewed and items related to effective *communication: speech* were selected for analysis.

How did you collect your data (method and tools)?

Type of Data (qualitative, quantitative, both & indicate if direct or indirect methods)

Indirect Measures:

Data from the Registrar's office provided information regarding the number of CS courses offered across academic program or department over the past 10 years. In addition, for the Classes of 2014 and 2015, the number of CS courses taken by students was gathered.

All course syllabi are uploaded and retained as part of institutional records. A sample of syllabi from courses with the CS designation was randomly selected for review for this assessment. In determining the scope and focus of the syllabi review, the committee collectively reviewed five syllabi. From this review, the committee developed rubric for examining the syllabi and established integrity of responses for the rubric. Each committee member then independently assessed approximately three syllabi .

Juniata's Office of Institutional Research conducts the National Survey on Student Engagement (NSSE) every three years. The Freshman and Senior Surveys are collected annually. The committee explored responses on the survey items related to CS activities and speech related outcomes from data collected 2006-2014. Responses of our first and fourth year students as well as those enrolled at peer institutions were compared.

 Direct Measures & Indirect Measures from Courses:

 EB 379 01 Bargaining and Conflict Management – In this course, students participated in a number of role-playing exercises designed to meet course goals related to negotiation. In addition to negotiation skills, these activities involve clear communication (e.g., effective asking of or responding to questions), active listening, etc. One of the role-playing activities, in which students worked in groups of approximately 5 students, were recorded and reviewed by the CS assessment committee. The review focused on the identification of effective communication skills as demonstrated through the role-playing activities.

Language in Motion (LIM) - is a cultural and language education program at Juniata College. This program, which began in the fall semester of 2000, is designed to "share the world with K-12 students" (Language in Motion, 2010). This is accomplished by providing opportunities for college students, who have experiences with other cultures, to share their knowledge through interactive presentations with K-12 students in local Pennsylvania school districts. The presentations are directed towards the needs of the K-12 classrooms, while incorporating the interests and knowledge of the LIM presenters. LIM's programmatic structure provides benefits to the college student presenters, the K-12 students who view the presentations, and the local teachers in the K-12 classrooms. The college student presenters can participate in LIM in one of two ways -- for course credit or as volunteers. *The objectives for the credit-bearing courses are that students will gain knowledge about or improve their control of: basic methods and techniques for teaching language and culture; components of successful oral presentations; a second language and culture; their own international or language experiences, planning and time management; intercultural skills; interpersonal communication skills; understanding the American educational system; and public-speaking skills.* Prior to presenting, the presenters must attend five informational and skill-building *Language in Motion Training Workshops*. The workshops include: Language in Motion: What is it? Informational Meeting; Ok, I Signed Up. Now what?: Idea Development Workshop; Showcase and Dialogue: A Workshop with the Teachers; Putting a Coherent Presentation Together: Intro to Teaching Methodology; Jazz it Up: Using Art, Film, Music, and Literature; and Storytelling. Presenters are expected to participate in 8 ½ hours of training workshops that occur during the first 3 weeks of the semester. In addition to the workshops, students also are expected to have two individual 15-minute conferences with the LIM instructor. The individual conferences are designed to provide presenters with feedback to help them improve their presentations. Once the training is complete, presenters must complete a minimum of seven, 45-minute presentations in their assigned K-12 classrooms. An array of evaluations are completed for each presentation including a self-evaluation completed by the student presenters, teacher evaluations completed by the K-12 school teachers, and satisfaction ratings, completed by the K-12 student who attend the presentation. For this CS assessment, summaries of self-ratings completed by student presenters from the Fall 2013 semester were reviewed. A summary of 692 K-12 teachers' rating of LIM presenters from Fall 2007-Spring 2010 and a summary of K-12 student responses to presentations from Fall 2008-Spring 2012 were reviewed.

Spanish 230, Conversation and Composition course (Fall 2014) – For this course, a sampling of feedback given to students upon completion of their second presentation is included. In this CS course, students were provided with this rubric in advance of the presentation and the components of a strong presentation were discussed in class. Student presentations were recorded using Google+ and fellow students then watched and responded to classmates' video posts. The first presentation was persuasive. Students were asked to present on whom they believe to be the most influential figure of the century. The first presentation was graded using the same rubric included in the results section below, with modifications to the content criterion. For this presentational mode activity, students were graded based on the inclusion of appropriate content, the organization of the book review, grammar, vocabulary, and pronunciation and presentational skills.

ED 410, Families and Teachers -- A focus of this course is on the development of effective interpersonal communication skills and strategies to establish culturally sensitive, nurturing relationships among teaching, children, and families. Students learn to build effective partnerships with families and community agencies through home visitation, assessment, case study, portfolio development, leading family workshops, and community involvement. As part of the activities of this course, students develop the interpersonal and communication skills needed to communicate clearly and effectively with school staff and families. In addition, they develop the skills needed to plan and conduct effective family conferences, home visits, group discussion, and workshops. In this course, students engaged in an array of class activities designed to build these interpersonal and communication skills. These activities included: role playing and case study activities (in class and in a practicum setting at the Early Childhood Education Center) that required students to generate appropriate responses to a range of child, school, and family interaction, analysis of types of responding (e.g., empathetic, structuring, probing), and engage with each other in delivering a parent-teacher conference. In addition, students developed and presented formal presentations designed to simulate a parent workshop. Students were evaluated by Dr. Glosenger on a rubric designed to assess how they structured the room to facilitate discussion, the quality of their supplementary materials, how effectively they engaged (e.g., welcome and motivate) their participants, the quality of engagement, responsiveness, and clarity of information presented, and overall effectiveness of the workshop including managing time, successfully concluding the workshop, use of voice, etc). After simulating a workshop in the classroom, students then conducted a parent workshop at the Early Childhood Education Center. Students also were asked to apply their communication skills by conducting a case study with a preschool family to identify, create, develop, and implement a project in the community related to *The Week of the Young Child*. For the Spring 2015 semester, Dr. Glosenger shared the completed rubrics with detailed feedback for 4 (66%) of the six student workshop presentations. The committee reviewed the completed rubrics including the feedback given to students for these presentations in terms of overarching strengths and weaknesses in student performance.

TH X70, X71, Performance Lab – For these courses, guest artists teach intensive workshops for variable amounts of time. The guest artist is given an evaluation form (e.g., rubric) and asked to give feedback to each student and the Theatre Professor records the grade. Students also self-rate their performance in the course. All of the evaluations are collected in a portfolio, and reviewed by students through reflective essays. The students' self-ratings for the Fall 2014 course were reviewed to identify skills related to clear and effective speech.

PY 410 01, Aggression and Prejudice – In this course, students work in groups of two to present an assigned article and to serve as discussion leaders for the class period. One week prior to the presentation, the professor meets with the students to review the article, identifying main ideas and key concepts. When students are presenting and facilitating the discussion, the professor completes a rubric, designed for feedback and grading. After the class presentation, the professor meets with the presenters and provides oral feedback to the presentation, sharing the ratings on the rubric and providing more explicit feedback on the presentation and discussion. The professor completes rubric and meets with presenters to provide more detailed feedback on the presentation. For the CS assessment, the professor shared the completed rubric and the oral feedback

session for 5 (33%) of the class presentations. Due to technical difficulties, one of the five oral feedback sessions was lost. The remaining four feedback sessions were transcribed and the feedback to the students as well as feedback on the rubric was analyzed for strength and weaknesses in CS skills by the committee.

Direct Measures

Liberal Arts Symposium – Because CS courses are designed to enhance students' creative and effective speech, it was thought that students who complete CS courses may have stronger evaluations of their presentations at Juniata's Liberal Arts Symposium (LAS). Consequently, the committee developed an evaluation form designed to evaluate creative and effective speech for the LAS. Members of the LAS audience were asked to rate the presentations with the 10-item survey using a 4-point scale (strong disagree to strongly agree) (see Appendix 2). They were also asked to identify the name of the talk, additional comments they had to the presenter, and their current position at Juniata. There were a total of 105 presentations. For this assessment, the 10 group presentations were omitted from the analysis. Data from 68 (65%) of the individual presenters were analyzed.

Outline the results of the assessment:

INDIRECT MEASURES

Number of CS courses taken by students

According to data from the Registrar's office, for the graduating class of 2014, 86% of the 381 students in the class took at least one CS course (range 1-20 courses). Sixty-six percent of the students in the class of 2014 took four or fewer CS courses and approximately 16% of students took between five and nice CS courses.

For the graduating class of 2015, 85% of the 342 students took at least one CS course (range 1-20 courses). Similar to the class of 2014, 66% of the 2015 graduates took four or fewer CS designated courses. Approximately 17% of the class of 2015 took between five and nine CS designated courses.

Class 2014		381 Students		Class 2015		342 students
Number of CS courses taken	Frequency	Percent of Class		Number of CS courses taken	Frequency	Percent of Class
1	74	19%		1	78	23%
2	90	24%		2	65	19%
3	50	13%		3	43	13%
4	40	10%		4	39	11%

5	28	7%		5	20	6%
6	16	4%		6	17	5%
7	9	2%		7	12	4%
8	9	2%		8	7	2%
9	4	1%		9	33	<1%
10	3	<1%		10	3	<1%
16	3	<1%		--	--	--
18	1	<1%		--	--	--
19	1	<1%		19	1	<1%
20	2	<1%		20	1	<1%
--	--	--		24	2	<1%
	Total					
	330 Students	86%			291 Students	85%

SYLLABI REVIEW

The syllabi from 19 courses (22% of CS courses offered during the 2014-2015 academic year were reviewed). The intent of the review was to: 1) identify the degree of adherence to the CS criteria identified in the faculty handbook as outlined in course syllabi; 2) identify the range of CS objectives included in syllabi of CS designated courses; and 3) identify the range of assignments that reflect communication skills in current CS designated courses.

Adherence to criteria of CS designation

At least 25% of the grade be determined by two or more oral individual or group presentations
Yes: 4 (21%)   Less than 25%: 9 (47%)   None Stated or Unclear: 6 (32%)

The syllabus identifies two or more individual, group, or public presentations

Yes: 9 (47%)   No: 7 (37%)   Unclear: 3 (16%)

The syllabus includes explicit language that reflects the course aim to develop rhetorical skills

necessary for effective and creative speech

The syllabus includes language that states that the evaluation of the first opportunity guides

improvement of the second

Yes: 1 (5%)

No: 7 (37%)

Unclear: 6 (32%)

Not explicit but could be inferred from course activities): 5 (26%)

For those syllabi that explicitly stated objectives that reflect communication skills, the objectives included:

Presentation skills:

- To clearly articulate and argue ideas in speaking and in writing;
- Develop a research proposal and a presentation of the proposal; Improving communication skill (both oral and written) for scientific work will be one major focus for the course;
- Explore presentational skills from various theoretical perspectives. This class addresses how rhetoric and public address function in the liberal arts. Public communication can be understood and appreciated as an art via the interchanges among self, community and environments. It fosters analytical understanding of rhetorical theory and criticism as it relates to public speaking;
- Students will be able to communicate effectively in a variety of formats. SLO: Students will be able to make a formal oral and written presentation summarizing research on a particular topic. The course instructor will cover the basic elements in a research presentation and will demonstrate such a presentation for the students. Students will assess the instructor using the same grading rubric that the instructor will later use to assess students. Each student will be responsible for two presentations. Feedback will be provided after each presentation;
- Through the training workshops, development of their own lesson plans, and presentations in the schools, students are expected to improve their ability to: 3) Identify and describe their own international and second language experiences and intercultural skills; 4) Create and deliver (a) coherent lesson plan(s) about another language, dialect, and/or culture; 5) Create materials and activities appropriate for public presentation; 6) Adapt materials for the audience; 7) Communicate clearly and comfortably in public settings; 8) Engage effectively in cross-cultural or cross-linguistic conversations; 9) Communicate in a language other than their first language; 10) Manage the planning process and presentation timing…
- Students who have been assigned specific papers from the general topic area will be expected to present those papers and lead discussions on them….

Interpersonal & interpretative communication skills:

- We will learn and practice using the sounds, vocabulary and grammatical structures of French in typical communicative contexts. Students will acquaint themselves with a variety of French culture manifestations such as popular music, cinema, appropriate extra linguistic means of communication (gestures to accompany speech etc…), you will be able to communicate in French in a variety of formal and informal contexts. In particular, we will concentrate on the following communicative functions: Talking about food, making comparisons, narrating in past time frames, expressing opinions, suggestions and emotions, identifying geographical features, and reading and writing short informational texts;
- This course will expand on students' existing listening, speaking, reading, and writing skills and further their understanding of contemporary German and Austrian culture. Building on the skills and vocabulary acquired in the first year this course concentrates on expanding vocabulary and increasing proficiency in speaking and writing via active participation and self-expression;
- As a result of taking this course, students will: improve the knowledge about the grammar, phonetics and spelling of Russian; learn the basic vocabulary of the Russian language; develop reading and listening skills; develop the skills of holding everyday conversation; learn some facts about Russian culture and people;
- To learn from one another and to be able to work cooperatively and successfully in a group;
- This class will use physical and vocal dynamics from several different modalities of training to release your bodies and voices from tension so that they can become more efficient for your use on stage (and in your life). You will also participate in exercises that create awareness of your use of space, direction and enhancement of your energy. You will learn technical concepts such as: given circumstances, objectives, obstacles, physical action, and character, and you will apply these to your work in improvisations, and in your work with text. Part 1: "Tell the truth"—Simplicity, strength, ensemble, balance, spatial relationship. Part 2: "Lose Yourself – Building a character"—Centers of energy, vocal placement, breathe connection, physical transformation, given circumstance. Part 3: "Play the scene"—Using and employing the terms of the trade, Viewpoints, text fragments, small scenes, voice work, character research and development, Nine Questions, Interviews, Rock Star project;
- To give you an appreciation for and show you how you can prepare for negotiations; and to give you as much "hands-on" bargaining practice as you can handle, in a relatively friendly environment. Friendships, family relationships, and marriage involve fundamentally bargained relationships. Therefore, the skills and perspectives you gain from this course should color the future of how you interact in the world. Most of the latter part of the course will find you participating in bargaining simulations, where you will be matched with students in the class to engage in mock negotiations. Improved bargaining skills (you already have some now) will help you navigate your way through the turbulent waters that sometimes characterize business relationships;
- Develop the interpersonal skills and communicate clearly and effectively with school staff and families during all practicum and home visits; 4) develop skills needed to plan and conduct effective family conferences, home visits, group discussions, and workshops….
- It is expected that, upon completion of the course, students will: a) speak and write more accurately and fluently about topics that interest them, b) have a clearer idea of their skills and difficulties with spoken and written Spanish, c) have reviewed and strengthened several fundamental structures of Spanish grammar.
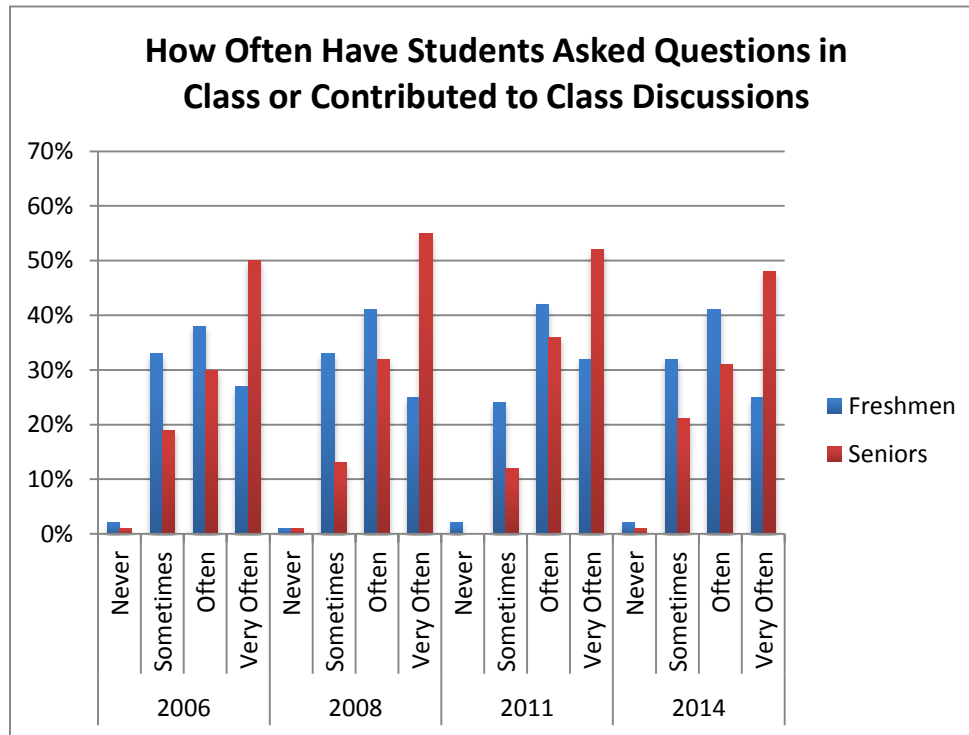
Types of CS Activities or Assignments

General and Common Types of CS Assessment
- Group projects with presentation component
- Individual projects with presentation component
- Active speaking and participation during class discussions
- Individual (or) Group presentations on assigned topics (or) student selected topics

- o Time ranges from approximately 10 – 30 minutes
  - o Presentations in the form of short student-made films
  - o Presentations completed in the corresponding foreign language *(Spanish, French, German)*
- Individual performances on assigned topics (or) student selected topics *(Theater)*
- Individual presentations for families or community *(Language in Motion)(Education)*

NSSE and Senior Survey Results

How Often Have Students Asked Questions in Class or Contributed to Class Discussions

	Never	Sometimes	Often	Very Often
2006 Freshmen	2%	33%	38%	27%
2006 Seniors	1%	19%	30%	50%
2008 Freshmen	1%	33%	41%	25%
2008 Seniors	1%	13%	32%	55%
2011 Freshmen	2%	24%	42%	32%
2011 Seniors		12%	36%	52%
2014 Freshmen	2%	32%	41%	25%
2014 Seniors	1%	21%	31%	48%

How Often Have Students Asked Questions in Class or Contributed to Class Discussions: With Comparisons
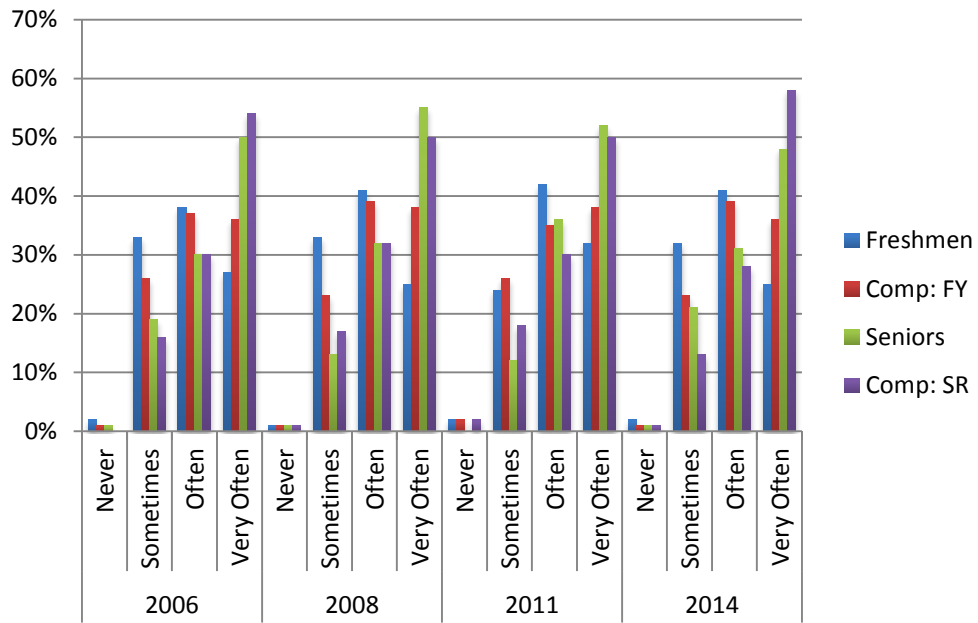
How Often Have Students Made a Class Presentation
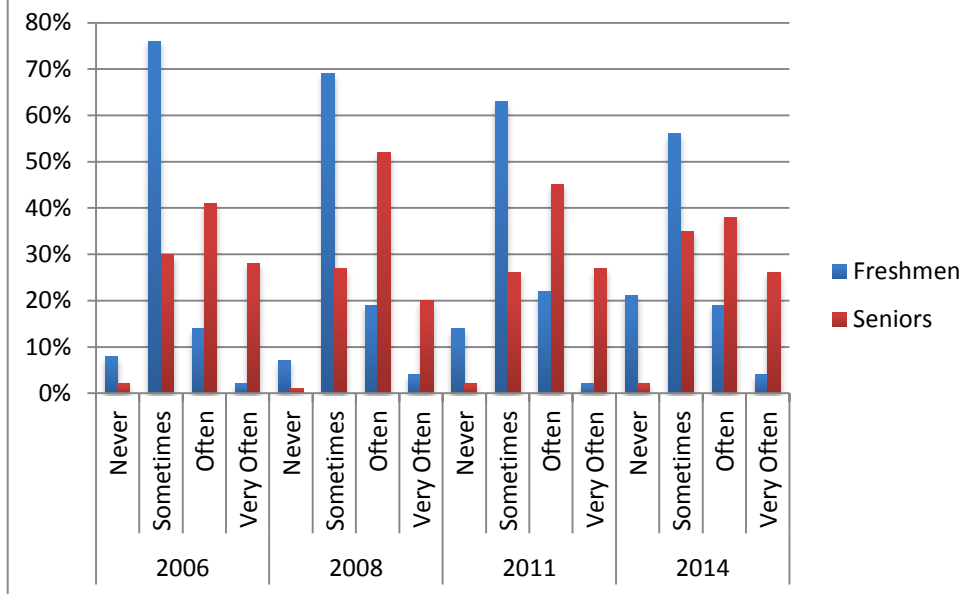
How Often Have Students Made a Class Presentation
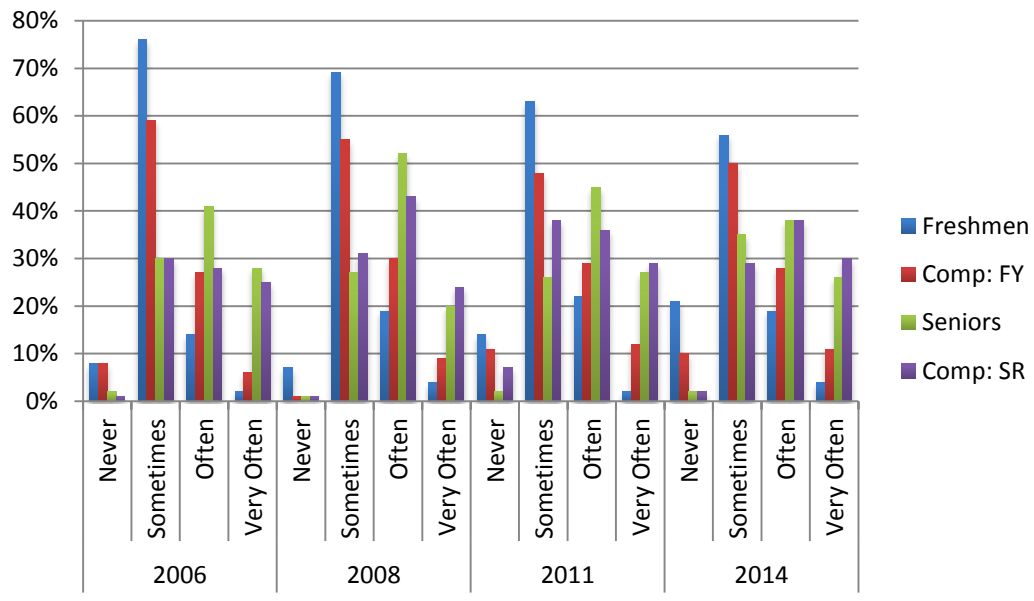
The data from these two survey items reflect that first year Juniata students report asking questions in class or contributing to class discussions and making presentations in class at a rate lower than the fourth year students. The committee thought this pattern of responses likely matches our first year student experience, with many 100-level courses being larger than upper-level courses (which seniors would be more likely to be enrolled). The committee felt that senior reported levels of engagement were at satisfactory levels, as frequency of participation does not necessarily reflect a high quality of engagement or participation. Also, the committee was a bit unclear how the items are rated as it is unclear what the behavioral difference between sometimes, often, and very often is on this measure.

Institution Contributed to Speaking Clearly and Effectively
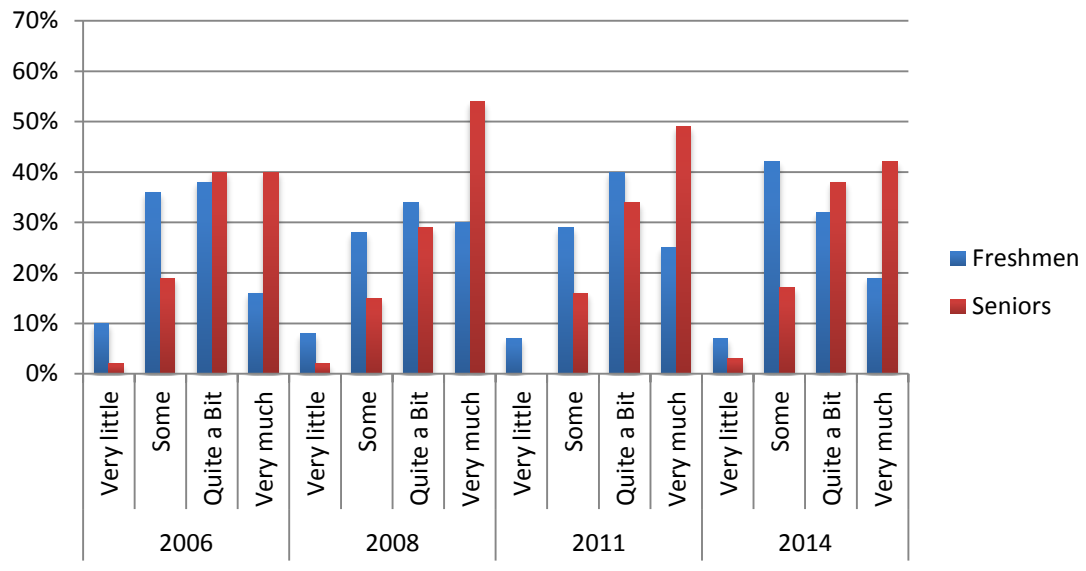
Institution Contributed to Speaking Clearly and Effectively: With Comparisons
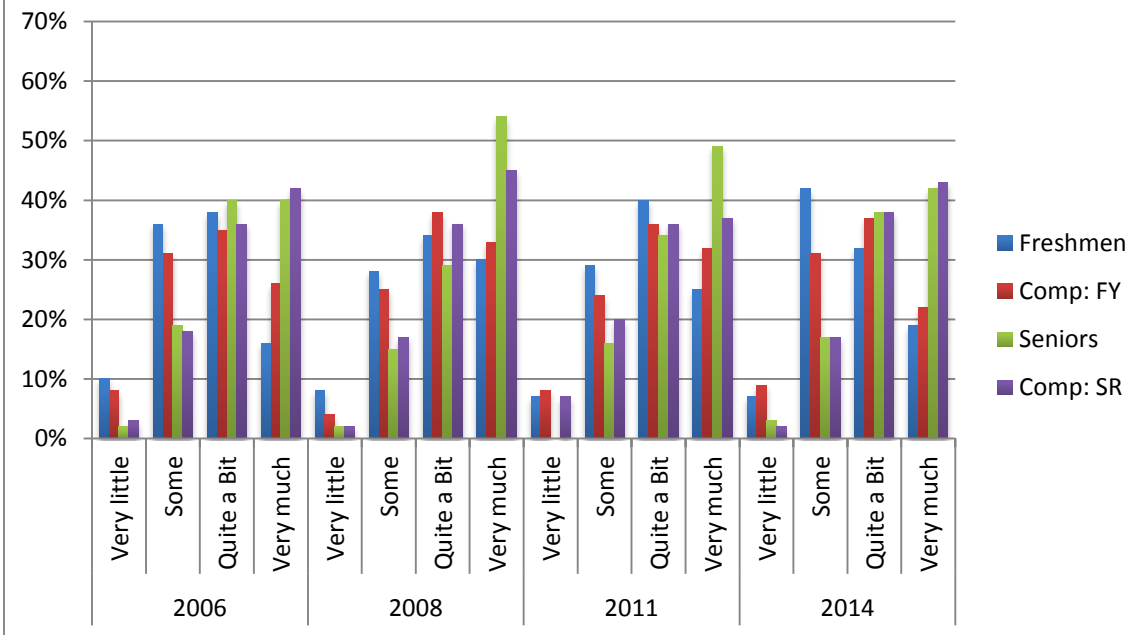
The data from this NSSE item reflects a similar pattern of responses between first and fourth year Juniata students. Overall, there is a high degree of satisfaction with Juniata's contribution to the development of both first year and senior students. The degree of satisfaction, however, is more limited for the first year students. Specifically, only about 50% of first year students identify that Juniata quite a bit and very much contributed to their ability to speak clearly and effectively. This is notably lower than the ratings of first year students at our peer institutions (e.g., approximately 50% compared to 78%).

DIRECT AND INDIRECT MEASURES

Course Data

For **EB 379 01 Bargaining and Conflict Management**, the committee reviewed three of the videos of the role-play activities. From this review, the following skills were evident in varying degrees of quality across the scenarios reviewed:

- Leadership -generating questions to move the task forward, drawing in those who have not spoken, ability to refocus and/or de-escalate a situation, organization of communication (individual and facilitation of the group)
- Listening - using each other's' words in response to questions or comments, summarizing key information
- Generating Questions & responding -- to clarify or increase understanding, to move the task forward
- Negotiation – examining alternatives to come to a compromise
- Persuasion – expressing opinions to gain support for an idea or statement
- Clarity of voice and speech – voice volume, flow and coherence, use of fillers (e.g., 'um')
- Use of language – appropriateness of word selection, use of jargon
- Non-verbal communication to convey meaning (e.g., head shaking to demonstrate support for a statement)
- Bringing closure – summarizing, checking for agreement, drawing conclusions

Across the videos reviewed, the committee noted an array of student engagement. Some students were highly engaged in the role-play, while a few engaged minimally. For the activity, the committee discussed the difference in skills required in the presentation of information versus actively engaging in a role-play. For a role play, as with many skills, some students will be better at interpreting and creating the role than others and improvising 'on the fly'. The role play assignment requires them to have these skills in addition to being able to express their ideas in a clear and effective manner.

The committee noted varying levels of proficiency in the identified skills across the scenarios. Related to this, the question was raised about the role of feedback to inform future work. In viewing these scenarios, the committee discussed the importance of making feedback explicit to students for specific skill development. In addition, the importance of making sure students have the opportunity to incorporate the feedback into practice was discussed.

Overall, in evaluating the effectiveness of using role-play to enhance communication skills, the committee noted that greater clarity of expectations for communication skills is desired. While the purpose of the activity might be successful negotiation, clarity of intended outcomes related to communication skills were unclear. Related to this, questions were asked about how students are asked to prepare. Specifically, how are communication skills addressed in instruction? The committee felt that seeing student skill development over time would have been more beneficial. Tracking the same students across the role-play activities for the semester and establishing a baseline in specific skills would be needed to identify growth in the skill area. This would have been a more effective method than analyzing the initial case scenario with the entire class. This mode of assessment was effective, however, in identifying the range of communication skills that can be encompassed in activities such as role-play.

Across years, the **Language in Motion** evaluations completed by area schoolteachers and students reflect effective communication skills in LIM presenters (Appendix 3). Specifically, the evaluations highlight LIM presenters' ability to use appropriate level of vocabulary and grammatical structures for the class, use appropriate content for the class, present clear and well-structured ideas, and actively engage the students in their presentations. In addition, the self-evaluations

completed by LIM presenters reflect the perception that participation in LIM develops a variety of communication: speech skills such as confidence in working with groups and improvement of presentation skills (e.g., confidence in speaking in front of large groups, organizing a presentation in a clear, logical order, developing a presentation appropriate for the target audience, identifying appropriate materials, incorporating ways to engage the audience, presenting the information clearly, giving directions clearly, delivering the presentation within the allotted time frame, and responding to student questions). In reviewing the data, the committee summarized that the LIM course is designed to develop creative and effective speech. Components of the course clearly align with the CS definition that highlights speech design and delivery, leadership, collaboration, and decision-making. The data gathered across groups (e.g., teachers, students, LIM presenters) supports that overall, LIM presentations demonstrate clear and effective speech. Not evident in the data reviewed was the role of feedback to LIM presenters in the development of their presentation skills. The syllabus notes, however, that all presenters must meet with the course professor. Consequently, it is assumed that feedback occurs in this manner.

   In the **SP 230 course**, students were given detailed information regarding expectations and outcomes for the presentation. As identified in the sample rubrics (Appendix 4)*,* some students received deductions because they did not address content questions. In general, the organization of these presentations was strong. Students were instructed not to rely heavily upon note and some students lost points on presentation for reading. The primary area of instructor correction on these projects was in grammar and vocabulary, which can be expected since this is second language instruction. Overall, the professor found this mid-semester presentation to be a valuable assessment activity, though it might be useful to add a third presentation. The presentations are just one portion of the CS component of this class. Other components include Google+ posts, One Button studio recordings, and a final oral exam. Students in this class performed quite well on the final oral exam, which is done in the style of the ACTFL oral proficiency interview.

   The review of the **ED 410** data (Appendix 5) identified student engagement with and feedback on a variety of skills related to creative and effective speech. Specifically, the professor's written feedback on students' presentations represented a range of effective communication skills (i.e., engagement, presence and presentation). These skills included active listening, quality preparation and presentation of a variety of materials, quality and accuracy of visual aids (e.g., PowerPoint, handouts, etc), planning and implementing instructional activities, reviewing and summarizing information, effective use of time, quality of language voice, speech, and engagement in teamwork and collaboration. In addition, there was repeated feedback to students about enhancing the quality of the questions that they ask their audience/participants. Namely, students were asked to practice developing questions that helped to facilitate discussion rather than more simple 'yes/no' questions. Overall, the criteria for evaluation (e.g., the rubric uses and the feedback given to student performance) demonstrate many facets of effective communication, with particular emphasis on presentation skills, but also including interpersonal components.

   The self-rating of students in the **TH X70-71** (Appendix 6) intensive courses represent goals and skills related to effective communication that were different from the other course data that was reviewed. The self-ratings and comments of the students in these courses reflected an emphasis on interpretative communication, which the committee identified as delivery (e.g., style, eye contact, use of non-verbal communication to convey meaning, proficiency with the material, etc) and performance (e.g., an holistic overview of quality of performance that includes congruence between character and modes of communication (verbal or non-verbal). In reviewing this information, the committee discussed the range of content and skills broadly linked to interpretative communication, which included knowing who the audience is and being able to modulate voice, body, behavior to the context of the situation(s). As the rubric used in this course outlines, these evaluations also reflect how delivery and performance contribute to engagement, presence, and participation in the

material/content and once again reminded the committee that the CS requirements can feature a wide variety of skill sets related to effective communication.

The transcripts of the feedback sessions provided to students in the **PY 410** (Appendix 7) course revealed a variety of skills related to creative and effective communication present in the course. Specifically, the aspects of creative and effective speech identified included, practice, preparation, confidence, audience awareness and engagement, clarity of thesis, appropriate pace, generating and managing the discussion (e.g., how to get people to participate, not answering your own questions), leadership, and accuracy and clarity of content. In general, many aspects of the structure of assignments and feedback on performance reflect what the committee came to identify as presentational skills. The student feedback reviewed by the committee reflected feedback not only on the content (e.g., accuracy of terms, explanation of results) of the presentation, but also the delivery (e.g., word choice, pace and delivery). In addition, the feedback sessions began with an opportunity for student's to self-reflect on their performance. They were asked to consider what they did well and what they would improve. Overall, the committee agreed that the students' responses were very insightful and reflected both strengths in weaknesses in their ability to clearly and effectively deliver course content. In terms of structure of the assignment, members of the committee noted that the meeting with the professor prior to the presentation (emphasis on planning and content), the feedback given (written rubric and oral feedback session) is a quality model to emulate. Investigating how students use this feedback in the preparation and delivery of their next presentation would be interesting to explore.

DIRECT MEASURES

Liberal Arts Symposium

Overall, evaluations of the presentations were strong with the average rating on the evaluator survey being 3.55 (.394). The highest average ratings across item on the survey were Item 10: The presenter completed the presentation within the allotted time (average 3.64; standard deviation 0.569) and the lowest average rating across evaluations was Item 6: The presenter used strategies that actively engaged the audience (average 3.29; standard deviation 0.701).

There was no significant mean differences in the sum of items 2-10 on the evaluation form for those who completed CS course(s) and those who had not (CS mean = 31.85 (3.66 standard deviation); No-CS mean = 32.11 (3.43 standard deviation). Significant differences were found, however, for item 3 (the presenter clearly stated purpose and/or thesis), item 5 (presenter effectively used relevant evidence to support the argument); and item 10 (presenter completed the presentation within the allotted time), but not in the intended direction. For all of these items, the Non-CS group received higher ratings on these items than the CS group. (See Appendix 4 for more details).
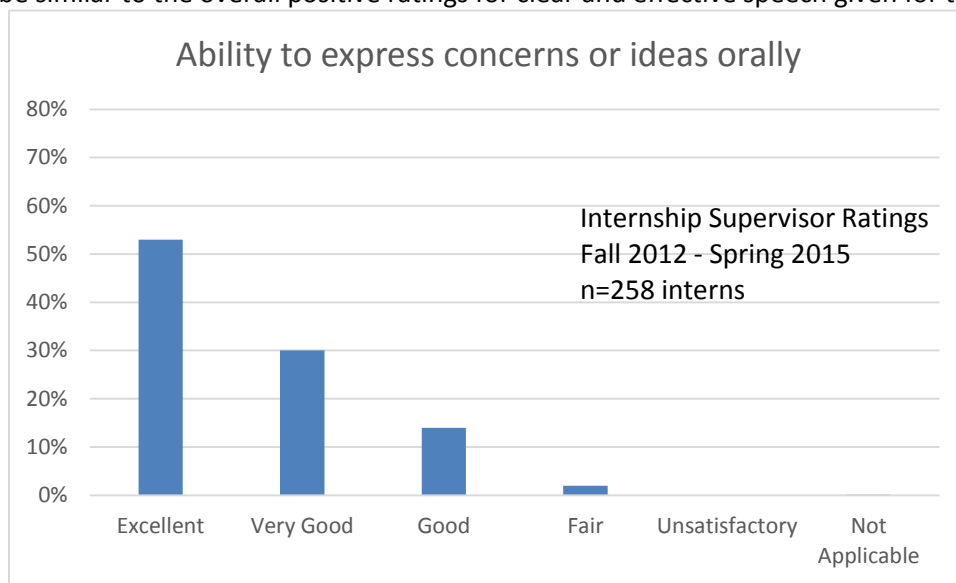
There was no correlation between the number of CS courses taken and individual items on the evaluation or a sum of the evaluation items, with all r values being near 0 (range .009 - .124). In addition, there was no correlation between the evaluator's perceived level of knowledge and individual items as well as a sum of the evaluation items, with all r values also being near 0 (range .030 - .161).

There were some mean differences in ratings between evaluator's (e.g., CS faculty, faculty, staff/admin, or student), but the differences were not consistent across groups. The results showed that CS faculty (average rating 3.30) rated themselves more knowledgeable on the presentation topic than other faculty members (average rating = 2.93), [$F_{(4, 1124)}$ = 10.55, p=.000]. There were statistically different ratings in the sum scores of the evaluation forms between CS Faculty (mean sum score 34.54) and Faculty (mean sum score 31.96). The potential scores on the evaluation form ranged from 0-36. Thus, the average score on the evaluation form by the CS Faculty was nearly all 4s, meaning strong agreement

with the items reflecting clear and effective speech. Even though the sum scores on the evaluation form were significantly different, there were few significant differences on specific items of the evaluation form. Specifically, CS Faculty rated the presentations higher (mean score 3.79) than the students (mean score 3.49) on Item 2: The presenter maintained my interest and attention throughout the presentation. CS Faculty (mean rating 3.53) rated Item 6: The presenter used strategies that actively engaged the audience also higher than non-CS Faculty (mean rating 3.10), $F_{(4,1129)} = 3.14$, $p=.014$). On Item 5: The presenter effectively used relevant evidence to support the argument, student ratings (mean rating 3.62) was significantly higher than Faculty ratings (mean rating, 3.45), $F_{(4,1130)} = 2.57$, $p=.036$).

Discuss how the results tie to other information and/or data (e.g., indirect institutional data, etc.)

Data collected from field supervisors of credit-bearing internships from Fall 2012 – Spring 2015 (collected by the Career Services Office), reflects overall strong ratings of our students' ability to express their concerns or ideas orally. This findings appears to be similar to the overall positive ratings for clear and effective speech given for the LAS presentations.

Ability to express concerns or ideas orally

Internship Supervisor Ratings
Fall 2012 - Spring 2015
n=258 interns

Category	Percentage
Excellent	53%
Very Good	30%
Good	14%
Fair	2%
Unsatisfactory	0%
Not Applicable	0%

Analysis: How do you interpret the results? What does it mean?

The review of the CS syllabi highlighted a variety of issues for the committee. First, the committee found a discrepancy between the requirements for speech outlined in the CS definition and the CS course syllabi that were reviewed. Namely, the majority (n=15) of the courses reviewed were unclear about or had less than 25% of the grade related to individual or groups presentations. Ten of the syllabi were unclear or did not identify two or more individual, group, or public presentations in the course. While 69% of the reviewed syllabi included explicit language that reflected course aims to develop the rhetorical skills necessary for effective and creative speech, only 1 (5%) clearly stated that the evaluation of the first speech opportunity guided the improvement of the second.

In general, in the discussion of student learning outcomes related to creative and effective speech, the committee noted that there appeared to be an over-reliance on the cutting and pasting of the CS definition into the syllabus rather than clearly articulating how the definition of CS is actually integrated and evaluated in the course. The committee understands the limits of 'outsiders' reviewing the course syllabi in solely determining learning goals and objectives related to clear and effective speech. More clearly articulated goals and evaluative criteria for creative and effective speech may be outlined in specific assignments that are not included in the course syllabi. However, if a course does carry a designation such as CS, clear learning outcomes and objectives related to CS should be explicitly provided in the course syllabi.

In reviewing the CS course syllabi, the committee noted the wide range of interpretation of creative and effective speech addressed in the current CS courses. From the sample reviewed, these communication skills included skills and knowledge related to public presentation and interpersonal and interpretive communication. In particular, skills for interpersonal or interpretive modes of communication, such as the linguistic and grammatical skills for informal and formal speech, the appropriate use of language in varied content areas, and adapting to the situational context were noted to be important skills that are the focus of many CS courses, but are not clearly stated in the current CS definition. Also not clearly articulated in the CS definition, but an area of emphasis for numerous CS courses reviewed, was class involvement/participation. In many of these courses, it was difficult to discern from the syllabi how students' communication skills related to engagement and the generation of dialogue, responses, or questions, were facilitated in these courses as opposed to non-CS courses. It was noted, however, that a key mode of instruction, particularly in language courses, is to model the language, provide an opportunity for students to practice, and then provide immediate feedback on performance. Consequently, this model of instruction is designed to facilitate clear and effective speech in the target language. As feedback is immediate and ongoing, it does encompass the feedback component of the CS definition.

The drift in implementation of the definition of CS is linked to problems with the CS definition itself. First, the definition is written as input (e.g., what the professor will do or provide) rather than in outputs (e.g., what students will be able to do related to clear and effective speech at the end of the course). Second, the definition provides a very broad and varied focus of speech skills, with emphasis on public presentation, yet we found that many current CS courses included what we identified as interpretive, interpersonal, communicative, and performance speech, which are not explicitly included in the current CS definition.

The student responses on the NSSE identified that first year students report less participation in class and fewer opportunities to give class presentation than senior students. The committee thought that student responses on the NSSE accurately reflected our students' first year experience. In general, students have larger 100-level courses in their first year (e.g., Biology, Chemistry, Psychology, Intro to Business) which would likely lead to a decrease in rates of class participation and opportunities for class presentations. Overall, at the senior level, the data reflected that our senior students perceive their level of class participation and number of class presentations to be at a similar level to those at the comparison schools. The committee also discussed the fact that we do not have a required public speaking component in our curriculum, yet our seniors consistently report strong agreement that the Juniata enhanced their ability to communicate clearly and effectively. These reported levels of agreement on the ability to communicate clearly and effectively are similar in level to students at our peer institutions.

The review of data from current CS courses was consistent with outcomes of our syllabi review. Essentially, it was found that students demonstrate a broad array of communication skills across our current CS courses offerings. As outlined by the data from the Registrar's Office, the majority of CS courses fall within the department of World Languages and Culture, Theatre, and Communication. Across the data reviewed from courses in these departments as well as others, the committee identified that numerous and varied components of creative and effective speech are integrated into these courses. The aspects of creative and effective speech, however, are notably different across courses. As we worked through the data, we began to label these communication modes as: presentational skills, interpersonal skills, and interpretive skills. Regardless of emphasis in skills or content, the committee believed that the courses did reflect some aspects of the definition of effective communication, but again, the focus of communication skill was notably different across the CS courses. Consequently, it is difficulty to clearly identify a universal outcome from our current CS courses.

In general, this review identified difficulties in integrity of implementation of CS. In general, the majority of CS course syllabi reviewed did not clearly articulate learning goals related to creative and effective speech nor did they meet the criteria for CS that 25% of the assigned grade should be based upon the assessment of CS skills and that feedback will be provided to students that informs their performance on subsequent CS tasks. The current offerings of CS courses also expand the definition of CS to include interpersonal and interpretive modes of communication, yet these components of communication are not clearly articulated in the current CS definition. Overall, there are no clear learning outcomes associated with the CS course designation of the curriculum. Thus, the limited coherence across CS courses as well as the fact that many CS courses articulate unclear or no learning goals related to creative and effective speech may not be that surprising.

Based on the wide exposure to various types of communication skills across CS courses, the LAS results (e.g., no significant differences between the CS and Non-CS LAS presenters) also may not be surprising. In general, it is highly likely that the CS courses taken by students did not focus on presentational skills, but rather emphasized a different component of effective communication. We are also aware of the limits of this data set, including the self-selection bias of the sample. Those who choose to participate in LAS are more likely to be more academically motivated, high-achieving student who may be more likely to seek out the resources or support needed to develop and practice and effective presentation. Also, LAS presenters are often likely to work closely with faculty to prepare for the presentation. Consequently, although they may not have taken a CS course, they may be getting individual instruction and feedback on their presentation skills when preparing for LAS. The LAS data analyzed were also only a sample of the data collection. A full review of all 105 presentations may result in a variation in outcomes.

A review of the written comments on the LAS evaluation identified a focus on feedback with components of creative and effective speech. Specifically, many comments, positive or negative, were related to presentational skills, including evidence, organization, pace of delivery, eye contact, style, and audience engagement. In general, more favorable comments related to eye contact and pace, were present for CS LAS presenters than the Non-CS Las presenters. The quantitative data from the evaluation forms reflect this trend with CS LAS presenters having slightly higher averages for Item 7: The presenter used appropriate eye contact and/or voice level through the presentation. A more systematic review of the written comments, identifying the key themes present in the written comments to determine CS and Non-CS differences. Word clouds of the comments for CS LAS presenters and Non-CS LAS presenters were generated to examine differences in frequency of key words between the two groups. The CS cloud highlighted key words that reflected the committee's components of clear and effective speech including: engaging, clear, topic, interesting, accessible, eye, contact, research, organized, message, style, and tone. The word cloud for Non-CS LAS comments also highlighted key words including audience, engaging, spoke, style, explained, topic, pace, eye, contact, slides, understandable, and visual. Interesting to note, was that the Non-CS LAS cloud also included the words nervous, difficult and diminutive words such as less or little, whereas these words were not present on the CS LAS presenters' word cloud.

A positive outcome of the LAS data is that the overall evaluations for the LAS presenters for all students (CS and Non-CS) were high and included positive comments. In general, the committee thought that these ratings and comments reflected a high-level of preparedness in our students to effectively present material to a wide audience (e.g., faculty, staff, administrators, students from a variety of backgrounds and fields). These positive outcomes are similar to the positive outcomes for students' ability to express their concerns and ideas orally found by internship supervisors. Over the past three years, the oral communication skills of our student interns have been highly rated by their field supervisors.

Other information

In reviewing our assessment process, the committee identified limits to the integrity of our assessment process. Sampling fewer students across multiple presentations/activities within a course would have provided an opportunity for us to explore growth in the CS skills within a course. In addition, we only sampled syllabi and outcomes from the range of offerings and data available. Data from these courses may help us to better articulate specific learning goals related to creative and effective speech. The committee felt, however, that a broader discussion with the faculty would likely yield more informative and instructive information towards this end.

Based on the analysis of the data and synthesis of information, what are next steps? Be sure to include an explicit timeline for next steps.

Through the analysis of this data, the CS assessment committee identified that the CS definition is both too broad and too narrow. It is too broad in that in its current form; it does not outline explicit learning outcomes related to creative and effective speech. On the other hand, the current definition is too narrow in that it does not include effective and creative speech in the areas of interpersonal or interpretive communication skills. From the review of course syllabi and data, these are areas of communication are a notable emphasis for a large number of our current CS courses. Based on these issues, it is not possible to effectively discern global outcomes for our graduates as related to creative and effective communication. Despite this, external ratings (e.g., LAS data and the internship supervisor data) support that students overall are effective in their oral communication skills.

The CS assessment committee agreed that an important next step is for the Juniata faculty to review the definition, scope, and focus of CS courses and articulate clear learning outcomes for creative and effective speech. Because the work of the Mellon-funded work for the articulation of institutional learning goals is currently underway, this information will likely be of benefit to these committees. Consequently, this report will be shared with the Provost Office and working groups of the Mellon-funded assessment work during the summer 2015.

Because learning objectives for CS were not included on the many of the CS course syllabi reviewed, the committee suggest that all faculty who teach CS be reminded of the importance of articulating and including clear outcomes related to clear and effective speech on their syllabi. This committee will discuss this move from course goals to learning outcomes with the Provost Office.

In general this committee discussed whether or not Juniata would adopt "ability to speak well" as an institutional learning goal and what that might mean for the curriculum. A notable issue is that adopting this learning goal would likely require an increase in CS course offerings. Currently, CS courses are not a requirement, but rather serve as an option for completing the Communication component of the general education curriculum. Currently, about 15% of the graduating class does not take a CS designated course at Juniata. The committee also discussed the challenges with developing universal outcomes for creative and effective speech. Our review of data identified that there are strong disciplinary differences in what encompasses creative and effective speech. Consequently, as the faculty develop and implement an institutional learning outcome related to effective communication they must consider the scope of our definition of CS and its expectations.

The committee also discussed how to maintain integrity/adherence to the learning outcomes, once they are determined. Currently, we found that there is general satisfaction with outcomes in many of the CS courses reviewed. Overall, however, we found low adherence of CS courses to the current definition (e.g., 25% of grade, role of feedback). There was much discussion among the committee about the current requirement of 25% of the course grade being tied to CS activities. In general, we discussed if is this was a meaningful component of the definition. Some felt strongly that having a specified portion of the grade tied to activities linked to the curricular designation ensured some degree of 'weight' or emphasis in the course. Others felt that more clearly defined goals and outcomes related to effective and creative speech, clearly identified and addressed in the course (e.g., what student would be able to demonstrate upon completion of the CS course), would be of greater importance than an established numerical percentage of the course grade. The entire faculty should further explore this issue in the coming year.

In general, while there was support and perceived value in the array of CS courses currently available to our students, there is concern about coherence in instruction for students. What do students take away from this broad array of outcomes across these CS courses? Because of this diversity in focus, we currently are unable demonstrate clear, universal outcomes of CS for all students who take a CS designated course. The committee discussed that our current approach has both positive (e.g., our students are provided with an array of opportunities designed to build a variety of communication skills) and negative (e.g., at this time, we are unable to define and demonstrate a universal level of student fluency or performance range with this goal upon graduation) aspects.

The NSSE data identify difference in experience for participation and opportunities to present in class for first-year versus senior students. First-year students at Juniata report less participation and fewer opportunities to present in class than our comparisons. Our seniors, however, report rates of participation and presentation at a similar level to our comparison group and indicate a high degree of agreement that Juniata enhanced their ability to speak clearly and effectively. If there are institutional concerns about the first-year experience, a further exploration of data such as these

should be conducted. Overall, however, by the time they graduate, students appeared to be satisfied with this component of their educational experience. The committee thought it would be useful to explore how often students are given opportunities to enhance their communication skills in Non-CS designated courses. It was thought that, particularly in upper-level courses in a POE, seminar formats or opportunities for individual or group presentations are provided, despite the courses not holding the CS designation.

Committee Members
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