

## **General Education Assessment**

### **Assessment Review and Results: Category 1b General Education**

*Goal: To develop skills necessary for reasoned communication. Courses in this category will require individual public speaking which is critiqued by the instructor. Speaking and reasoning competency is an ongoing process which needs to be reinforced throughout the curriculum. Students will be able to:*

- (a) understand/demonstrate communication processes through invention, organization, drafting, revision, editing and presentation;
- (b) participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding;
- (c) analyze, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- (d) select appropriate communication choices for specific audiences;
- (e) construct logical and coherent arguments;
- (f) use authority, point of view, and individual voice and style in communications;
- (g) employ syntax, usage and analytical techniques appropriate to academic disciplines and the professional world.

Course(s) which satisfy this category are as follows:

CDIS 201 SPEE 100 SPEE 102

Sample speeches on video from randomly selected SPEE 100, 102, and CDIS 201 sections

- a. SPEE 100: Three sections (total population=25 sections)
- b. SPEE 102: Two sections (total population=11 sections)
- c. CDIS 201: One section (total population=1 section)

Sample Population: 19 speeches (one sample speech was unsuitable due to technical problems). Samples from CDIS 201 were not useable as they were inappropriate given the rubric. The CDIS samples were not individual public speeches critiqued by the course instructor.

Speeches were reviewed on Thursday, January 10. Reviewers were Nan Johnson-Curiskis, Carol Myhre, Lisa Perry, and Warren Sandmann, representing the two departments offering courses in Category 1b.

#### **Results:**

N=19

Mean: 1.81578947

#### **Discussion:**

The scores were fairly low. These scores were an accurate representation of the quality of the speeches reviewed according to the criteria of the assessment rubric. Several possibilities may account for the low scores:

1. Students in Category 1b courses are not learning and developing the skills needed for successful oral presentations.
2. Small sample population: (N was less than one (1) percent of the actual population of student presentations. As noted by reviewers, one sample section of speeches received uniformly low scores (all ones), and thus skewed the total). The sample from which the speeches were drawn included speeches that did not appear to require some of the elements being assessed.
3. Poor assessment rubric: Reviewers offered numerous suggestions for the improvement of the assessment rubric. A suggested revised rubric is attached.
4. High expectations from reviewers.

Regardless of the cause, review of the sample speeches did provide some useful information for departments teaching courses in Category 1b:

1. Instruction needs to emphasize audience analysis: selection of topics appropriate to the audience; selection of supporting material appropriate to the audience; selection of appropriate language for audience.
2. Instruction needs to emphasize coherent structure throughout the presentation: Many speeches had previews, but the thesis was missing or difficult to discover; many speeches had previews, but the rest of the speech structure did not follow the preview structure; regarding the persuasive/problem-solution speeches, many of the solutions offered did not address the problems described in the speech.
3. Instruction needs to emphasize the need to sufficiently support statements with credible sources and complete source citations.
4. Additional presentation opportunities should be considered in all Category 1b courses.
5. Courses in Category 1b MUST have individual student speeches formally presented and critiqued by the instructor. Courses that do not meet this criterion should not be in Category 1b, as noted in the MSUM general education requirements for Category 1b.

### **Rubric used for 2001-2002 assessment**

4	The speech demonstrated appropriate topic selection and development, the structure of the speech followed an orderly and readily identifiable pattern, sufficient and credible sources were used and orally cited in the speech, and acceptable verbal and nonverbal skills were demonstrated.
3	The speech demonstrated appropriate topic selection, but the topic was not developed as well as it should have been, or was too broad for the occasion and time constraints; the structure of the speech was apparent, but use of transitions and signposting was lacking; some sources were used and cited in the speech, but they were too few or some lacked credibility; verbal and nonverbal skills were generally acceptable, but there were some lapses such as use of fillers and/or lack of eye contact and gestures.
2	The speech failed to demonstrate appropriate topic selection, and/or the topic was not developed as well as it should have been, or was too broad for the occasion and time constraints; the structure of the speech was not readily apparent, and use of transitions and signposting was lacking; few if any sources were used and cited in the speech,

	and/or those used lacked credibility; verbal and nonverbal skills were generally unacceptable, with many lapses such as the overuse of fillers, lack of eye contact, gestures and movement, and the rate and/or volume of the delivery made it hard to follow the speech.
1	The topic was essentially unidentifiable or almost completely inappropriate for the occasion, and/or the speech was significantly over or under time constraints; no structure to the speech could be discovered; no sources were cited, or those cited lacked any credibility; verbal and nonverbal skills were poor, with routine overuse of fillers, lack of eye contact, gestures and movement, and the rate and/or volume of the delivery significantly impaired understanding the speech.

**Suggested Revised Rubric for Future Assessment: Category 1b General Education**

(Rubric used needs to match student work assessed. For example, if student work is all individual public speaking, rubric needs to focus on those skills. If the assignments selected focus on group or listening skills, the assessment rubric needs to match those skills. Thus, only some of the criteria listed below would be appropriate for assessment purposes.)

Goal: To develop skills necessary for reasoned communication. Courses in this category will require individual public speaking which is critiqued by the instructor. Speaking and reasoning competency is an ongoing process which needs to be reinforced throughout the curriculum.	Outcome clearly met (2)	Outcome minimally met (1)	Outcome not met (0)
Student selects appropriate topic for presentation			
Thesis clearly stated			
Preview clearly stated			
Transitions effectively used			
Structure of presentation matches preview			
Student presentation demonstrates effective verbal skills			
Student presentation demonstrates effective nonverbal skills			
Student work in groups demonstrates effective listening skills			
Student work in groups demonstrates effective critical thinking skills			
Student uses and cites appropriate supporting material from a variety of sources			
Student presentation demonstrates awareness of audience			
Student presentation demonstrates use of			

logical and coherent arguments			
Student presentation demonstrates appropriate use of language			

**Assessment Rubric for O/O #1: Effective Public Communication (Original)**

4	<p>Students demonstrate the ability to effectively communicate in public by presenting a minimum of two speeches, engaging in interpersonal communication, and taking part in a group presentation. The speeches demonstrate appropriate topic selection and development, the structure of the speeches follows an orderly pattern, sufficient sources are used and orally cited in the speech, and acceptable verbal and nonverbal skills are demonstrated. Group presentations demonstrate appropriate topic selection and development, the structure of the presentations follows an orderly pattern, sufficient sources are used and orally cited in the presentation, and acceptable verbal and nonverbal skills are demonstrated.</p>
3	<p>Students demonstrate the ability to effectively communicate in public by presenting a minimum of two speeches, engaging in interpersonal communication, and taking part in a group presentation. The speeches demonstrate appropriate topic selection, but the topics are not developed as well as they should be, or are too broad for the occasion and time constraints; the structure of the speech is apparent, but use of transitions and signposting is lacking; some sources are used and cited in the speech, but they are too few or some lack credibility; verbal and nonverbal skills are generally acceptable, but there are some lapses such as use of fillers and/or lack of eye contact and gestures. Group presentations demonstrate generally appropriate topic selection, but development of the topic is limited in that it is too broad or too narrow; the structure of the presentations generally follows an orderly pattern, but there is limited use of transitions and signposting; some sources are used and orally cited in the presentation, but they are too few or lack credibility; verbal and nonverbal skills are generally acceptable, but there are some lapses such as use of fillers and/or lack of eye contact and gestures.</p>
2	<p>Students demonstrate the ability to communicate in public by presenting a minimum of two speeches, engaging in interpersonal communication, and by taking part in a group presentation. The speeches fail to demonstrate appropriate topic selection, and the topics are not developed as well as they should be, or are too broad for the occasion and time constraints; the structure of the speech is not readily apparent, and use of transitions and signposting is lacking; few if any sources are used and cited in the speech, and those used lack credibility; verbal and nonverbal skills are generally unacceptable, and there are many lapses such as the overuse of fillers, lack of eye contact, gestures and movement, and the rate and/or volume of the delivery makes it hard to follow the speech. Group presentations fail to demonstrate appropriate topic selection, and development of the topic is limited; the structure of the presentations fails to follow an orderly pattern, and there is limited use of transitions and signposting; few if any sources are used and orally cited in the presentation, and</p>

	those used lack credibility; verbal and nonverbal skills are generally unacceptable, and there are many lapses such as the overuse of fillers, lack of eye contact, gestures and movement, and the rate and/or volume of the delivery makes it hard to follow the presentation.
1	Students fail to demonstrate the ability to effectively communicate in public. Speeches and presentations were not given or were of such poor quality as to indicate a lack of knowledge and ability, and students failed to demonstrate acceptable interpersonal skills.