

**General Education Category 1B Assessment Report – Fall 2006 (2006-2007 AY)**

## MSU GE Category 1B Student Learning Outcomes

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

**Assessment Rubric:**

<b>Goal: Utilize knowledge of communication theories and principles to construct appropriate messages in a variety of settings. Setting utilized for study: Individual Public Speech</b>	<b>Outcome clearly met (2)</b>	<b>Outcome minimally met (1)</b>	<b>Outcome not met (0)</b>	<b>Relevant MSU GE 1B SLO</b>	<b>Average Assessment Score</b>
Student selects appropriate topic for presentation				A, D	1.71
Thesis clearly stated				A, E	1.62
Preview clearly stated				A, E	1.38
Transitions effectively used				A	1.11
Structure of presentation matches preview				A, E	1.21
Student presentation demonstrates effective verbal skills				A, F, G	1.15
Student presentation demonstrates effective nonverbal skills				A, F, G	0.75
Student uses and cites appropriate supporting material from a variety of sources				A, C, F	1.24
Student presentation demonstrates awareness of audience				A, D	1.05
Student presentation demonstrates use of logical and coherent arguments				A, E, F	1.45
Student presentation demonstrates appropriate use of language				A, G	1.44

**Sample:** N = 35. Random Stratified (3 SPEE 100 sections - 15 speeches; 3 SPEE 102 sections - 15 speeches; 1 CDIS 201 section - 5 speeches). Sample was determined randomly and with an effort to represent the proportion of students in the 1B sections for Fall 2007. The sample population under-reports SPEE 100 sections.

**Reviewers:** Two from Speech Communication and one from Communication Disorders.

**Methodology:** Reviewers used the rubric developed by previous 1B GECCIG (see above); reviewers found this to be a useable and useful rubric. The reviewers then attended the sections being assessed and did assessment in person. No taped material was assessed.

**Results:** See above for summary (full data below). There was a significant discrepancy in assessment results among the three reviewers. Two reviewers were very similar in their assessment. The other reviewer's assessment results skewed much higher on all outcomes. This statement does not question or criticize any of the reviewers, nor does it make a determination as to whether one reviewer's scores were more accurate than the others. This statement is to note a discrepancy in the results that readers and users of this data should consider.

**Analysis:** We conducted the assessment to determine the degree to which specific performance outcomes were being met. These specific performance outcomes were created by the previous 1B GECCIG and were used for this assessment. These specific performance outcomes are linked above with the Category 1B General Education Student Learning Outcomes (SLO).

Results from the assessment lead to the following conclusions:

- Speeches sampled demonstrate positive performance in topic selection and identification of the main point of the presentation (1.71 and 1.62 on a scale of 0-2).
- Sample speeches demonstrate acceptable performance in creating and presenting good arguments, choosing appropriate language, and highlighting key arguments in the presentation (1.45, 1.44 and 1.38, respectively)
- Sample speeches demonstrate minimal acceptable performance in creating and following a logical internal structure (1.21); using verbal and non-verbal transition devices (1.11); verbal delivery techniques (1.15) and use of credible sources (1.24)
- Sample speeches demonstrate lack of acceptable performance in audience analysis and adaptation (1.05) and non-verbal delivery (0.75).

**Summary of analysis:** Sample speeches indicate students in Category 1B courses demonstrate acceptable performance of GE 1B SLO A and E (see above); minimally acceptable performance of GE 1B SLO C, D, F and G. GE 1B SLO B was not assessed. Of most concern, based on assessment results, were delivery skills, especially non-verbal delivery skills, audience analysis and adaptation, and use of credible sources.

**Recommendations:**

- Pedagogy:
  - Consider renewed emphasis on delivery skills. Sample speeches demonstrated a great deal of manuscript reading, with little if any attempt at extemporaneous or

memorized delivery. Student delivery using manuscripts also suffered from lack of eye contact, movement or gesture, poor use of visual aids, and inappropriate attire for a presentation.

- Consider renewed emphasis on audience adaptation, both in analysis of the audience and addressing the audience. Instructors should consider emphasizing (and evaluating) the use of evidence, language and reasoning appropriate to the specific audience. Instructors should also consider emphasizing the difficulty in audience adaptation when using manuscript delivery.
  - Consider renewed emphasis on researching, using and citing credible sources in presentations. Instructors should consider emphasizing methods of evaluating source credibility and need for speakers to fully and accurately orally cite sources in their presentations.
- Assessment:
    - Training for reviewers to enhance inter-rater reliability.
    - Larger sample population, including sections from all 1B courses being offered at the time of assessment (this one did not have any samples from SPEE 212). This method of assessment was very time-efficient for reviewers, students and course instructors. Increased sample population to 5% (approximately 75 speeches) would present no significant obstacles to the assessment process and would enhance use of assessment data.
    - Begin assessment process earlier in the semester, but make sure presentations selected for assessment are appropriate (students have been taught and are being asked to demonstrate the outcomes being assessed).

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## Raw Data

Topic Selection	Thesis	Preview	Transition	Structure	Verbal	Nonverbal	Source	Audience	Argument	Language
2	2	2	2	2	1	1	2	2	2	2
2	2	2	2	2	2	2	2	2	2	2
1	2	2	2	2	1	1	2	2	2	2
2	1	2	1	2	2	1	2	1	2	2
1	2	1	1	1	1	1	1	1	2	1
2	2	2	1	2	2	2	1	2	1	2
2	2	2	1	2	2	2	1	2	2	2
2	2	2	2	2	2	2	1	2	2	2
2	2	2	2	2	2	2	2	2	1	2
2	2	2	2	1	2	1	1	2	1	2
1	1	2	1	2	1	1	1	1	1	1
2	2	2	1	1	2	1	2	1	2	2
2	2	2	2	2	1	1	1	2	2	2
2	1	1	1	1	1	1	2	2	1	2
2	2	2	2	2	1	1	1	1	1	2
2	2	1	1	0	1	0	1	1	1	1
2	1	2	1	2	1	1	2	2	2	2
2	2	2	0	1	1	1	1	1	2	2
2	1	0	1	0	1	1	1	1	2	1
2	1	1	1	0	1	1	1	0	2	2
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2	2	0	0	0	1	0	1	1	1	1
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2	1	0	0	0	1	0	1	0	1	1
1	0	0	1	0	0	0	0	0	0	1
2	2	2	0	1	1	0	0	0	1	1
1.71	1.62	1.38	1.12	1.21	1.15	0.75	1.24	1.05	1.45	1.44