

Name of Program: General Education Communication Goal: Speaking	Date: 2005/2006 Last revised: May 2006
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Competencies/ Student Learning Objectives	Measures Methodology	Expected Results/Standards	Actual Results	Analysis	Action/Recommendation																																				
<p>A. Purpose</p> <ol style="list-style-type: none"> 1) Thesis 2) Content 3) Ethical presentation 4) Overall effect 	<p>1. Direct measure: Volunteer and selected instructors provide video-taped samples of student oral presentations prepared for classroom assignment.</p> <p>OR</p> <p>Evaluators attend classes mentioned above on the day of oral presentation to conduct live evaluations of students.</p> <p>Sample to include a minimum of 25 students per degree option.</p>	<p>Students' scores on the rubric will average a 3 in each category</p>	<p><u>AA/AS Students</u></p> <table border="0"> <tr> <td>Mean</td> <td>scores>3</td> </tr> <tr> <td>Total purpose</td> <td>3.73 29/30</td> </tr> <tr> <td>Thesis</td> <td>3.78 30/30</td> </tr> <tr> <td>Content</td> <td>3.85 30/30</td> </tr> <tr> <td>Ethical Pres.</td> <td>3.66 30/30</td> </tr> <tr> <td>Overall effect</td> <td>3.6 28/30</td> </tr> </table> <p><u>AAS Students</u></p> <table border="0"> <tr> <td>Mean</td> <td>scores>3</td> </tr> <tr> <td>Total Purpose</td> <td>3.11 16/31</td> </tr> <tr> <td>Thesis</td> <td>3.11 19/31</td> </tr> <tr> <td>Content</td> <td>3.16 23/31</td> </tr> <tr> <td>Ethical Pres.</td> <td>2.97 16/31</td> </tr> <tr> <td>Overall effect</td> <td>3.19 24/31</td> </tr> </table> <p><u>A D N Students</u></p> <table border="0"> <tr> <td>Mean</td> <td>scores>3</td> </tr> <tr> <td>Total Purpose</td> <td>3.5 38/40</td> </tr> <tr> <td>Thesis</td> <td>3.4 38/40</td> </tr> <tr> <td>Content</td> <td>3.6 40/40</td> </tr> <tr> <td>Ethical Pres.</td> <td>3.6 40/40</td> </tr> <tr> <td>Overall effect</td> <td>3.5 40/40</td> </tr> </table>	Mean	scores>3	Total purpose	3.73 29/30	Thesis	3.78 30/30	Content	3.85 30/30	Ethical Pres.	3.66 30/30	Overall effect	3.6 28/30	Mean	scores>3	Total Purpose	3.11 16/31	Thesis	3.11 19/31	Content	3.16 23/31	Ethical Pres.	2.97 16/31	Overall effect	3.19 24/31	Mean	scores>3	Total Purpose	3.5 38/40	Thesis	3.4 38/40	Content	3.6 40/40	Ethical Pres.	3.6 40/40	Overall effect	3.5 40/40	<p>Student met the expectation in all categories of Purpose. Although the mean scores were above a 3. Several AAS students scored lower in the thesis and ethical presence categories.</p> <p>Scores in the thesis category are above last year's assessment. In most of the cases where a student scored a 2 from one evaluator, they received a 3 from the other evaluator.</p> <p>Upon comparing the results with the instructor's assignments, it appears that students were not required to cite sources which was one of the major reasons evaluators assigned a 2 in that category. Another problem in the ethical presentation noticed by evaluators was in students providing inaccurate information.</p>	<p>Share results with instructors at in-service. Emphasize the need to teach students to state a main point and to cite sources in oral presentations.</p> <p>Discuss the results with instructors of the general education required speaking courses, and brainstorm ideas to improve classroom instruction.</p> <p>Develop a list of <i>tips for speaking assignments</i> to include student planners distributed by the college.</p> <p>Evaluators need to thoroughly discuss what constitutes a 2 or a 3 before the next evaluation.</p>
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<p>B. Physical Presence</p> <ol style="list-style-type: none"> 1) Eye contact 2) Posture 3) Gestures & Movement 4) Overall effect 	<p>Direct Measure: Same as above</p>	<p>Students' scores on the rubric will average a 3 in each category</p>	<p><u>AA/AS Students</u></p> <table border="0"> <tr> <td>Mean</td> <td>scores>3</td> </tr> <tr> <td>Total Phys. P.</td> <td>3.19 29/30</td> </tr> <tr> <td>Eye Contact</td> <td>3.13 20/30</td> </tr> <tr> <td>Posture</td> <td>3.36 24/30</td> </tr> <tr> <td>Gestures</td> <td>3.02 17/30</td> </tr> <tr> <td>Overall effect</td> <td>3.23 21/30</td> </tr> </table> <p><u>AAS Students</u></p> <table border="0"> <tr> <td>Mean</td> <td>scores>3</td> </tr> <tr> <td>Total Phys. P.</td> <td>3.34 23/31</td> </tr> <tr> <td>Eye Contact</td> <td>3.44 26/31</td> </tr> <tr> <td>Posture</td> <td>3.4 29/31</td> </tr> <tr> <td>Gestures</td> <td>3.11 22/31</td> </tr> <tr> <td>Overall effect</td> <td>3.44 27/31</td> </tr> </table>	Mean	scores>3	Total Phys. P.	3.19 29/30	Eye Contact	3.13 20/30	Posture	3.36 24/30	Gestures	3.02 17/30	Overall effect	3.23 21/30	Mean	scores>3	Total Phys. P.	3.34 23/31	Eye Contact	3.44 26/31	Posture	3.4 29/31	Gestures	3.11 22/31	Overall effect	3.44 27/31	<p>Student met the expectation in nearly every category of physical presence—if the scores had been rounded up the tenth, it would have meant a 3.0 in every category for all degrees. Scores are considerably higher than they were in 2005</p> <p>In most of the cases where a student scored a 2 from one evaluator, they received a 3 from the other evaluator.</p>	<p>Share results with instructors at in-service. Provide some helpful hints for classroom presentation. For example: by having the best students present first, it may raise the performance levels of presentations to follow.</p> <p>Discuss the results with instructors of the general education required speaking courses, and brainstorm ideas to improve classroom instruction.</p>												
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<p>C. Vocal Variety</p> <ol style="list-style-type: none"> 1) Tone & Inflection 2) Rate 3) Articulation 4) Volume 	<p>Direct Measure: Same as above</p>	<p>Students' scores on the rubric will average a 3 in each category</p>	<p><u>AA/AS Students</u></p> <table border="1"> <thead> <tr> <th></th> <th>Mean</th> <th>scores>3</th> </tr> </thead> <tbody> <tr> <td>Total Vocal</td> <td>3.32</td> <td>19/30</td> </tr> <tr> <td>Tone & Inf.</td> <td>3.3</td> <td>18/30</td> </tr> <tr> <td>Rate</td> <td>3.23</td> <td>23/30</td> </tr> <tr> <td>Articulation</td> <td>3.36</td> <td>22/30</td> </tr> <tr> <td>Overall effect</td> <td>3.38</td> <td>24/30</td> </tr> </tbody> </table> <p><u>AAS Students</u></p> <table border="1"> <thead> <tr> <th></th> <th>Mean</th> <th>scores>3</th> </tr> </thead> <tbody> <tr> <td>Total Vocal</td> <td>3.26</td> <td>23/31</td> </tr> <tr> <td>Tone & Inf.</td> <td>3.27</td> <td>26/31</td> </tr> <tr> <td>Rate</td> <td>3.24</td> <td>27/31</td> </tr> <tr> <td>Articulation</td> <td>3.19</td> <td>27/31</td> </tr> <tr> <td>Overall effect</td> <td>3.32</td> <td>29/31</td> </tr> </tbody> </table> <p><u>A D N Students</u></p> <table border="1"> <thead> <tr> <th></th> <th>Mean</th> <th>scores>3</th> </tr> </thead> <tbody> <tr> <td>Total Vocal</td> <td>3.2</td> <td>28/40</td> </tr> <tr> <td>Tone & Inf.</td> <td>3.37</td> <td>36/40</td> </tr> <tr> <td>Rate</td> <td>3.15</td> <td>35/40</td> </tr> <tr> <td>Articulation</td> <td>3.16</td> <td>35/40</td> </tr> <tr> <td>Overall effect</td> <td>3.15</td> <td>34/40</td> </tr> </tbody> </table>		Mean	scores>3	Total Vocal	3.32	19/30	Tone & Inf.	3.3	18/30	Rate	3.23	23/30	Articulation	3.36	22/30	Overall effect	3.38	24/30		Mean	scores>3	Total Vocal	3.26	23/31	Tone & Inf.	3.27	26/31	Rate	3.24	27/31	Articulation	3.19	27/31	Overall effect	3.32	29/31		Mean	scores>3	Total Vocal	3.2	28/40	Tone & Inf.	3.37	36/40	Rate	3.15	35/40	Articulation	3.16	35/40	Overall effect	3.15	34/40	<p>Students met the expectation in every category; however, in the AA group there were some very high scores that raised the mean for the group. In many of the AA presentations students used a "reading" voice. In cases where students were knowledgeable or interested in their topic, their tone improved. Perhaps this is why AAS and A D N students scored so high in these areas as they were discussing pertinent information to their field.</p> <p>Many students overuse non-words such as <i>um</i></p> <p>Many students needed to learn to pronounce some of the words they used in their presentations.</p> <p>In most of the cases where a student scored a 2 from one evaluator, they received a 3 from the other evaluator</p>	<p>Share results with instructors at in-service. Provide some helpful hints for classroom presentation.</p> <p>Discuss the results with instructors of the general education required speaking courses, and brainstorm ideas to improve classroom instruction.</p> <p>Develop a list of <i>tips for speaking assignments</i> to include student planners distributed by the college.</p> <p>Evaluators need to thoroughly discuss what constitutes a 2 or a 3 before the next evaluation.</p>
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<p>The student will be able to deliver a purposeful message with appropriate physical presence and vocal variety</p> <p>A. Purpose B. Physical Presence C. Vocal Variety</p>	<p>2. A-C Indirect measure: Graduating student survey Questions 4-6, <i>the instruction I have received at NECC has helped me to improve my ability to:</i></p> <p><i>4. speak and deliver purposeful messages</i></p> <p><i>5. speak using appropriate physical presence</i></p> <p><i>6. speak with vocal variety</i></p> <p>And question 15 – <i>communicate ideas in speaking</i></p>	<p>Students will rate the instruction and the skill level they have achieved at NECC as 3 or above.</p>	<table border="1"> <thead> <tr> <th></th> <th><u>AA/AS</u></th> <th><u>AAS</u></th> </tr> </thead> <tbody> <tr> <td>#4</td> <td>4.3</td> <td>4.03</td> </tr> <tr> <td>#5</td> <td>4.22</td> <td>4.05</td> </tr> <tr> <td>#6</td> <td>4.00</td> <td>3.88</td> </tr> <tr> <td colspan="3"><u>Overall Means 2005 2006</u></td> </tr> <tr> <td>#4</td> <td>4.01</td> <td>4.08</td> </tr> <tr> <td>#5</td> <td>3.95</td> <td>4.07</td> </tr> <tr> <td>#6</td> <td>3.87</td> <td>3.92</td> </tr> </tbody> </table> <p>#15 Over 90% of the students rated their skill as 3 or above and attributed improvement of their speaking ability to NECC.</p>		<u>AA/AS</u>	<u>AAS</u>	#4	4.3	4.03	#5	4.22	4.05	#6	4.00	3.88	<u>Overall Means 2005 2006</u>			#4	4.01	4.08	#5	3.95	4.07	#6	3.87	3.92	<p>The team is satisfied with the results of the survey. There seems to be stronger agreement over last year's results that students are improving their oral communication skills at NECC</p>	<p>Continue to provide experiences for students to develop their oral communication skills while at Northeast Community College.</p>
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<p>The student will demonstrate effective oral communication skills.</p>	<p>Indirect measure: Employer Satisfaction Survey</p>	<p>Students will be rated as having <i>good</i> or <i>excellent</i> skills. (3 or above)</p>	<p>128 employers responded to the survey. The responses in regard to oral communication skills were as follows:</p> <ul style="list-style-type: none"> • Excellent --- 44 • Good ----- 53 • Fair ----- 17 • Poor ----- 7 • Not applicable – 0 <p>Mean score: 3.13</p>	<p>The team is satisfied with the results. Most graduates were rated as having good or excellent oral communication skills. Results also show that there are opportunities for improvement.</p>	<p>Considering that this is the first time this survey has been used to collect data for the FACS, this data will be used for the comparison of future results. Actions taken on other measures as stated above should have a positive impact on future survey results.</p>																								