

## **SPCH 1300: Core Assessment Report (Update)**

Currently, SPCH 1300 is the only course offered in the Communications--Speech core category. The core assessment committee consists of Kristen McIntyre, Cheryl Johnston, Melissa Johnston, and Katie Halford.

### **Syllabus Review:**

SPCH 1300 is a standardized course and uses a common syllabus. Consequently, only one syllabus was reviewed for this report. Upon review, it was noted that the course learning objectives clearly align with those submitted to the Core Council. However, there was not an explicit connection included in the syllabus between the course learning objectives and Core learning outcomes. Revisions will be made to the listed learning objectives to reflect the following alignment with Core learning outcomes:

By the end of the course, students will be able to

- Apply foundational communication principles to a variety of contexts. (Core Skills 1.2, 2.1, 2.2)
- Present speeches in an organized manner. (Core Skills 1.1, 2.1)
- Use technology to draft components of a presentation. (Core Skills 3.1)
- Locate, evaluate, and integrate online research into a presentation. (Core Skills 3.2)
- Recognize, name, and analyze effective and ineffective/unethical communication behaviors. (Core Skills 1.2, 2.1; Core Values 1.1)
- Generate communication-based solutions to problematic/unethical communication behavior. (Core Skills 2.2; Core Values 1.1)
- Articulate the relationship between communication and positive community change. (Core Values 2.1)

### **Skill Assessment:**

The committee plans to consult with our Core Council liaison regarding the best way to design the methodology for collecting the necessary assessment data from the SPCH 1300 program. For example, we will need to determine an appropriate and meaningful sample size for assessing Core Skills 1.1 and 1.2., establish the process for reviewing and analyzing data, etc.

### **Rubric Development:**

The following rubrics are currently being developed for Core Skills 1.1 and 1.2:

**Core Skill 1.1: Students will apply a structured approach to presenting ideas effectively.**

The assignments assessed for this core skill include Speech of Self Introduction videos and ECS #2: Informative Service Speech videos.

<b>Introduction</b>	<b>3 = Competent</b>	<b>2 = Incomplete</b>	<b>1 = Missing</b>
Attention Getter	The speaker focuses audience on speech purpose using a joke, story, anecdote, quote, statistic, or factual statement that connects to the topic.	The speaker does not clearly connect the information in the attention getter to the topic.	The speaker simply announces the topic or title of the presentation.
Listener Relevance Link	The speaker clearly connects the topic to the audience by sharing how the topic relates to them.	The speaker connects the topic to the greater public but not the specific audience members.	The speaker does not clearly connect the topic to the audience.
Speaker Credibility	The speaker explicitly identifies specific research or experience that makes him/her credible to present on this topic.	The speaker identifies having done research and/or having experience but does not elaborate on how it makes him/her credible.	The speaker does not share what makes him/her credible to present on this topic.
Thesis Statement	The speaker clearly states the central idea of the speech that does not include the main points of the speech.	The speaker states the central idea of the speech and includes the main points.	The speaker does not clearly identify the central idea of the speech.
Preview of Main Points	The speaker explicitly states all main points of the speech.	The speaker blends the preview with thesis statement.	The speaker does not explicitly state all main points of the speech.
<b>Transitions:</b>	<b>3 = Competent</b>	<b>2 = Incomplete</b>	<b>1 = Missing</b>
Introduction to first main point	The speaker explicitly includes a verbal transition from the introduction to the first main point, verbally refers back to the main point covered	The speaker inconsistently includes verbal transition statements throughout the speech.	The speaker does not include explicit verbal transitions at any point during the speech.

	and then previews the upcoming main point between main points, and includes a verbal transition from the last main point to the conclusion.		
<b>Conclusion</b>	<b>3 = Competent</b>	<b>2 = Incomplete</b>	<b>1 = Missing</b>
Thesis Restatement	The speaker clearly restates the central idea of the speech that does not include the main points of the speech	The speaker restates the central idea of the speech and includes main points.	The speaker does not clearly restate the central idea of the speech.
Summary of Main Points	The speaker explicitly reviews all main points of the speech.	The speaker blends the summary with the thesis restatement.	The speaker does not explicitly state all main points of the speech.
Clincher	The speaker clearly refers back to the attention getter used in the introduction.	The speaker does not tie back to the attention getter in closing remarks.	The speaker does not include a clincher.

**Core Skill 1.2: Students will apply foundational concepts of interpersonal communication in multiple contexts.**

The assignment assessed for this core skill includes ECS #3: Interpersonal Communication Paper

<b>Analysis</b>	<b>3= Competent</b>	<b>2= Incomplete</b>	<b>1= Missing</b>
Communication Concepts	The concept is identified, defined and includes a detailed explanation as to how this concept exists in the relationship.	The concept is identified and defined with minimal explanation as to how this concept exists in the relationship.	The concept is not identified or defined. There is no explanation as to how this concept exists in the relationship.
<b>Recommendations</b>	<b>3= Competent</b>	<b>2= Incomplete</b>	<b>1= Missing</b>
New Communication Concepts	The concept is identified, defined	The concept is identified and	The concept is not identified or defined.

	and includes a detailed explanation as to how the application of this concept will positively improve the relationship.	defined with a minimal explanation as to how the application of this concept will positively improve the relationship.	There is no explanation as to how the application of this concept will positively improve the relationship.
<b>Reflection</b>	<b>3= Competent</b>	<b>2= Incomplete</b>	<b>1= Missing</b>
Communication Principles	The communication principle is identified, cited from the Course Manual and illustrates how analyzing this relationship has influenced your understanding of communication in relationships.	The communication principle is identified, cited from the Course Manual with no description of how analyzing this relationship has influenced your understanding of communication in relationships.	The principle is not identified or defined. There is no explanation of how this principle influenced your understanding of communication in relationships.

**Core Skill 1.1: Students will apply a structured approach to presenting ideas effectively.**

<b>Introduction</b>	<b>3 = Competent</b>	<b>2 = Incomplete</b>	<b>1 = Incorrect</b>	<b>0 = Missing</b>
Attention Getter	The speaker focuses audience on speech purpose using a joke, story, anecdote, quote, statistic, or factual statement that connects to the topic.	The speaker does not clearly connect the information in the attention getter to the topic.	The speaker announces the topic or title of the presentation and/or reads the title slide.	The speaker lacks a formal beginning to the speech.
Listener Relevance Link	The speaker clearly connects the topic to the audience by sharing how the topic relates to them specifically.	The speaker connects the topic to the greater public but not the specific audience members.	The speaker does not clearly connect the topic to the audience.	The speaker does not attempt to connect the speech to the audience.
Speaker Credibility	The speaker explicitly identifies specific research AND personal experience explaining how this makes him/her credible to present on this topic.	The speaker identifies having done research OR having personal experience and elaborates on how this one aspect makes him/her credible.	The speaker cites research ONLY and/or identifies having done research OR having personal experience but fails to elaborate on how this makes him/her credible.	The speaker does not share what makes him/her credible to present on this topic.
Thesis Statement	The speaker clearly states the central idea of the speech and does not include the main points of the speech.	The speaker states the central idea of the speech but also includes the main points.	The speaker states a central idea that does not align with the assigned speaking context.	The speaker does not attempt to state the central idea of the speech.
Preview of Main Points	The speaker explicitly states all main points of the speech.	The speaker previews only some of the main points of the speech.	The speaker states main points that do not match the body of the speech and/or the assigned context.	The speaker does not attempt to state any of the main points in the speech.
<b>Transitions:</b>	<b>3 = Competent</b>	<b>2 = Incomplete</b>	<b>1 = Incorrect</b>	<b>0 = Missing</b>
	The speaker explicitly includes a verbal transition from the introduction to the first main point, verbally refers back to the main point covered and previews the upcoming main point between main points, and includes a verbal transition from the last main point to the conclusion.	The speaker inconsistently reviews and previews main points in transition statements and/or ONLY previews upcoming main point.	The speaker inconsistently includes verbal transition statements throughout the speech.	The speaker does not attempt verbal transition statements at any point during the speech.
<b>Conclusion</b>	<b>3 = Competent</b>	<b>2 = Incomplete</b>	<b>1 = Incorrect</b>	<b>0 = Missing</b>
Thesis Restatement	The speaker clearly restates the central idea of the speech from the introduction and does not include the main points of the speech.	The speaker blends the main point summary with the restatement of the central idea.	The speaker restates a different central idea of the speech from that stated in the introduction.	The speaker does not attempt to restate the central idea of the speech.
Summary of Main Points	The speaker explicitly reviews all main points of the speech.	The speaker blends the summary with the thesis restatement and/or only reviews some of the main points.	The speaker does not explicitly state all main points of the speech.	The speaker does not attempt to review all main points of the speech.
Clincher	The speaker clearly refers back to the attention getter used in the introduction.	The speaker provides a closing statement but it does not tie	The speaker concludes with “Thank you” or “I guess that’s it.”	The speaker does not attempt a closing statement.

		back to the attention getter in closing remarks.		
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**Core Skill 1.2: Students will apply foundational concepts of interpersonal communication in multiple contexts.**

<b>Analysis</b>	<b>3 = Competent</b>	<b>2 = Incomplete</b>	<b>1 = Incorrect</b>	<b>0 = Missing</b>
Communication Concepts	The concept is identified, defined, cited, and includes two detailed, accurate examples with explanations as to how this concept exists in the relationship.	The concept is identified and defined with no or minimal explanation as to how this concept exists in the relationship.	A principle or ethical implication is used instead of a textbook concept OR the concept is not defined accurately and/or the explanation as to how this concept exists in the relationship does not align with the correct definition.	The concept is not identified.
<b>Recommendations</b>	<b>3 = Competent</b>	<b>2 = Incomplete</b>	<b>1 = Incorrect</b>	<b>0 = Missing</b>
New Communication Concepts	The concept is identified, defined, cited, and includes a detailed, accurate explanation as to how the application of this concept will positively improve the relationship.	The concept is identified and defined with no or minimal explanation as to how the application of this concept will positively improve the relationship.	A principle or ethical implication is used instead of a textbook concept OR the concept is not defined accurately and/or the explanation as to how the application of this concept will positively improve the relationship does not align with the correct definition.	The concept is not identified.
<b>Reflection</b>	<b>3 = Competent</b>	<b>2 = Incomplete</b>	<b>1 = Incorrect</b>	<b>0 = Missing</b>
Communication Principles	The communication principle is identified, cited, and illustrates accurately how analyzing this relationship has influenced understanding of communication in relationships.	The communication principle is identified, cited from the Course Manual with no or weak description of how analyzing this relationship has influenced understanding of communication in relationships.	The principle is not defined accurately and/or the explanation of how this principle influenced understanding of communication in relationships does not align with the correct definition.	The principle is not identified.

Name of Curricular Area:	Speech Comm				
Course:	SPCH 1300				
Goal assessed [1]	Skills 1.1				
Number of students assessed	76				
Rubric Score		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Present speeches in an organized manner		4%	41%	50%	4%
Goal assessed [2]	Skills 1.2				
Number of students assessed	50				
Rubric Score		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Students will apply foundational concepts of interpersonal communication in multiple contexts		12% [3]	6%	42%	38%



[1] The two Communication areas will put a skills goal here. All other areas will put a knowledge goal.

[2] The two Communication areas will put a skills goal here. All other areas will put a knowledge goal.

[3] Put the percent of students whose work falls in this category for each learning objective. If a program (for example Chemistry) has several courses in this curricular area it might be useful to keep a separate record for each and then compile these record into one for use by the CAAC.