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Edison State College
History

- CLAST – 1980s
- Challenges: Pre technology era
  Logistics
  Time
  Expense
  Rater(listener) Fatigue
Why Do We Assess?

- Measure Achievement
- Inform Improvement
- Make Decisions
- Self-regulate through accreditation process (SACS)
- Comply with legislation (Florida Statute)
Requirements

- SACS: General Education Courses
  Course Assessment
  Comparability of Distance/Campus-based
- Florida Statute 1007.271: Dual enrollment
Implications for Speech Division

- SPC 1017 Fundamentals of Speech Communication and SPC 2608 Introduction to Public Speaking are part of the General Education Core at ESC.
- Both courses are taught on campus and on-line.
- We must assess the oral communication competency.
About Edison State College

- Soon to be Florida SouthWestern State College
- Located in Southwest Florida
- Has three Campuses and one Center: Lee County, Collier County, Charlotte County and Hendry/Glades
- Provides instructional and support services for more than 25,000 credit and 3,000 non-credit students
Speech Communication Faculty

- Fulltime
- Veteran
- New
- Engaged/Unengaged
- Adjunct
Oral Communication Assessment Process

- Assessed only SPC 1017.
- Used pre/post objective test.
- Had problems with Date integrity:
  - Could not distinguish adjunct vs. full time
  - Could not distinguish between campuses
Successful Results

- Good knowledge based results
- Not all student learning outcomes were being addressed in every class
- Not assessing oral competency as addressed in General Education Guidelines
The Process Continues

- Department Chair Myra Walters with assistance of Martha Ambrose, College Assessment Coordinator, brought full time faculty together.
- Many meetings and much discussion about what to do
- Held assessment workshop, facilitated by Dr. John Frederick from Miami Dade College
Developing an Assessment Plan

- What are we assessing?
- What method are we using to assess?
- How will we record the speeches?
- How many speeches do we need to record?
- How much will it cost to fund the assessment?
- Where will the money come from to support the assessment?
- What type of speech should we record?
- What should be the required length of the assessment speech?
- How will we record and prepare speeches for viewing?
The Process Continues

- Assessment Speech: Final Speech and sentence preparation outline
- Speech was 3-4 minutes long
- Topic: Considering all you have learned in this course, what was the most important? Describe/explain the concept, why it was important, and how you will use it in your academic, professional and/or personal life.
- Rubric Development
- Assistance: Kevin Coughlin, Director of Research, Planning and Development
The Assessment Plan

- Out of 57 sections, 5 sections of SPC 1017 and 2 sections of SPC 2023 were chosen. All students from each selected section were recorded. 167 speeches (835 minutes)
- Faculty were sent emails notifying them their classes were to be assessed.
- Speeches were recorded by student assistants using digital cameras.
- Edison o-line student assistants uploaded videos to the college learning management system into three separate playlists.
The Assessment Plan

- Nine speech faculty were selected to participate in the basic course assessment.
- Selected faculty participated in a rubric standardization workshop.
- Faculty were assigned to either assessment team A, B or C.
- Each team was provided with directions and a set of rubrics to evaluate the speeches.
The Assessment Plan

- Assessment teams were given one week to listen speeches in their respective groups.
- Assessment rubrics with rating scores were delivered to the department chair’s office.
- After receiving all nine sets of scores, rubrics were delivered to the assessment office for interpretation and evaluation.
- Meetings were held with full time faculty to discuss the results.
The Assessment Plan

- **Pilot Study:** focus on inter-rater correlations and reliability estimates (fully-crossed; small number of speeches)
- **Review:** Speech faculty considered the results and refined rubric and other rating aspects
- **Full Study:** Focus on student performance; secondary focus on inter-rater correlations and reliability (nested or sort-of-crossed; all speeches)
What We Learned

- Successful student learning in particular areas (i.e. content and organization)
- Areas of concern for students (i.e. introductions, conclusions and oral citations)
- Rater reliability was good among the entire group
- Disagreement as to the meaning of each rubric dimension
Challenges

- Student camera assistants did not always follow through.
- Instructors were not all following the directions.
- Some instructors did not initially assign the final speech.
- Underestimated the amount of time, money and people needed for success.
- Scheduling final speech put stress on class schedules.
Continuous Improvement

- Revised the rubric
- Revised assignment directions
- Provided professional development
- Held a workshop to increase rubric reliability
- Developed a repository of sample student speeches for instructional purposes
- Assigned the Final Speech for each semester
- Full assessment repeated Fall of 2013 (waiting for analysis of results)
Benefits

- It can be done!
- Technology is key.
- Camaraderie among faculty is important. Meaningful discussions among faculty were increased.
- Gained insight into what was being taught.
- Developed relationships with other departments (e-learning, technical support.)
The Process Continues (Still!)

- Assessment Committee
- Faculty Assessment Coordinator
- Assessment Coordinators in each department.
- Workshops and training
Changing the Assessment

- Final Speech Assessment was expensive.
- The integrity of the Fundamentals course was disturbed.
- Assessment of SLOs was perhaps too broad.
- The speech was time-consuming for faculty.
- The speech was time-consuming for students.
- The speech was not the best indicator of student mastery of SLOs.
- Some faculty continued to ignore the assignment or to not take it seriously.
A New Assessment Plan

- The common assignment is now the informative speech and outline (which should be assigned in all courses.)
- Assessment will be entered on Canvas, the college learning management system.
- The student learning outcomes relating to introductions, conclusions and oral citations will be the focus of the next assessment in Fall 2014.
New Plan Benefits

- The assignment is a part of the regular curriculum.
- Professors get instructional time back.
- Professors can schedule the assignment to fit their own class times.
- Students are not over-loaded with another assignment at the end of the semester.
- The assignment can be easily assessed using Canvas.
- We can assess each semester.
- We can determine student success in SLOs and either continue to focus on the three SLOs or rotate them out in favor of different SLOs.
- We can plan for improvement and professional development.
Critical Elements

- Faculty involvement!
- Administrative support.
- Technical Support.
- Training and professional development.
- Faculty involvement!