

Table 3.3.1.1-4

Associate of Arts in Speech

2013-2014 Outcomes	2014-2015 Outcomes	2015-2016 Outcomes
<p>Learning Outcome: Students will demonstrate an understanding of the process for developing and presenting effective oral presentations.</p> <p><b>88% of students earned a 70% or better on their oral presentation assignment.</b></p>	<p>Learning Outcome: Students will demonstrate an understanding of the process for developing and presenting effective oral presentations</p> <p><b>84.2%</b> (161 out of 191 students) earned 70% or better.</p>	<p>Learning Outcome: Students will demonstrate an understanding of the process for developing and presenting effective oral presentations</p> <p><b>For all sampled courses 196 out of 237 students or 83% earned 70% or better.</b></p> <p><b>For Face to Face courses</b> 157 of 184 students or <b>85%</b> earned a 70% or better.</p> <p><b>For Online courses</b> 39 of 53 students or <b>74%</b> earned a 70% or better.</p>
<p>Learning Outcome: Students will apply their understanding of the impacts of diversity on human communication.</p> <p><b>76 out of 88 students (86%) earned 70% or better their informative speech assignment</b></p>	<p>Learning Outcome: Students will apply their understanding of the impacts of diversity on human communication.</p> <p><b>91 out of 123 students (73.9%) earned 70% on the assignment.</b></p>	<p>Learning Outcome: Students will apply their understanding of the impacts of diversity on human communication.</p> <p><b>Overall 219 out of 237 students (92.4%) earned 70% on the assignment.</b></p> <p><b>For face to face classes, 172 out of 184 students (93.4%) earned 70% or better on the assignment.</b></p> <p><b>For online classes, 47 out of 53 students (88.7%) earned 70% or better on the assignment</b></p>

2013-2014 Outcomes	2014-2015 Outcomes	2015-2016 Outcomes
<p>Learning Outcome: Students will apply principles of effective listening in various communication contexts (i.e. audience, group Interaction and interpersonal interaction)</p> <p><b>61 out of 70 students (70%) earned a 70% or better on their listening exam</b></p>	<p>Learning Outcome: Students will apply principles of effective listening in various communication contexts (i.e. audience, group Interaction and interpersonal interaction)</p> <p><b>165 out of 217 students (76%) earned a 70% or better on their listening exam</b></p>	<p>Learning Outcome: Students will apply principles of effective listening in various communication contexts (i.e. audience, group Interaction and interpersonal interaction)</p> <p><b>Overall 143 out of 179 students (79.9%) earned a 70% or better on their listening assessment.</b></p> <p><b>For face to face classes, 97 out of 126 students (77%) earned a 70% or better on their listening Assessment.</b></p> <p><b>For online classes, 46 out of 53 students (86.7%) earned a 70% or better on their listening assessment.</b></p>
2013-2014 Improvements	2014-2015 Improvements	2015-2016 Improvements
<p>The speech department will conduct a program review in Spring of 2015 to determine any changes to allow for continued student success with oral presentations.</p>	<p>Speech faculty will identify oral presentation tips and suggestions to provide students for each specific outcome.</p>	<p>Speech faculty will conduct fact finding to determine if online speech score results are lower across all the other colleges. Will reach out to leads at other colleges and research if national benchmarks exist. Speech faculty will devise an action plan to support students enrolled in online speech courses.</p>

2013-2014 Outcomes	2014-2015 Outcomes	2015-2016 Outcomes
<p>The previous cycle's plan recommended that the department set "guidelines" to use when evaluating speeches to ensure grading is similar across the board. The challenges to that plan emerged from the various instructors, assignment nuances. Meeting together to determine a shared artifact helped meet the target.</p> <p>The previous cycle did not include this learning objective. Instead, the previous cycle stated, "Students will apply their understanding of the transactional nature of the communication process. Since the last evaluation cycle, the student learning objectives have been changed to include "diversity" in each one of the SPCH sections. Therefore, the faculty believed the program would be better served to include diversity as a program level assessment.</p>	<p>Speech faculty will organize a list of public speaking resources to provide students or consider creating a public speaking lib guide in collaboration with library staff.</p> <p>Speech faculty will compare assignments related to diversity and listening to determine what content is addressed among all instructors and the methods to evaluate the assignment.</p>	<p>Include all online speech courses in the next year's assessment cycle.</p> <p>Speech faculty identified oral presentation tips and suggestions to provide students for each specific outcome.</p>

2013-2014 Outcomes	2014-2015 Outcomes	2015-2016 Outcomes
<p>The speech department will determine if there is a better measure of quantifying listening then through a section on an exam. The previous program plan involved finding interactive and directed activities in each class that demonstrate how and when to apply effective listening techniques.</p>	<p>Speech faculty will begin to disaggregate samples to determine the success of online vs face-to-face students.</p>	<p>Speech students completed a communication apprehension assignment to determine nervousness and were encouraged to practice a minimum number of times based on apprehension score.</p> <p>Speech Unit will focus on diversity and efforts to implement revisions to assessments.</p> <p>Consider adding a listening profile to the master course.</p>