Speech Assessment Report – Fall 2015
Additional Research Questions

Author: Joseph F. van Gaalen, Ph.D., Director, Academic Assessment

1 ADDITIONAL RESEARCH QUESTIONS

Florida SouthWestern's Speech Department has employed a common rubric used by all faculty as a means to evaluate an agreed upon series of student level outcomes. With a goal towards increasing student oral communication achievement, faculty have focused on a series of Student Learning Objectives (SLOs) using the rubric dimensions Introduction, Organization, Support, Oral Documentation, Language, NV-Vocal, NV-Physical, Presentation Media, Attire, and Conclusion, in a formative speech common assessment. During the fall 2015 term, the department has collectively agreed to conduct a department-wide LOG studying the relationship between outlining for a presentation and the presentation itself to determine if good sentence outline preparation leads to better oral presentations. The language of the LOG reads as follows:

> *Each student that completes both an outline and a speech will be compared for any correlation or potential cause/effect relationships via multiple regression analyses. In short, the study will provide insight into whether a higher score in an outline is reflective of an overall speech score. Additionally, a secondary study will be completed in any cases where either outline or speech (but not both) are completed to determine if any difference exists between artifacts that have both outline and speech and those that do not. Finally, a review of feedback (both quantitative and qualitative) will be conducted in order to detail the extent to which feedback from the outline may correlate with the overall speech result.*

For the fall 2015 assessment, 633 artifacts were collected for SPC 1017 from 38 of 48 course sections. For the fall 2015 assessment, 211 artifacts were collected for SPC 2608 from 11 of 13 course sections. In the initial investigation reported in the Speech Assessment Report – Fall 2015, some basic information was established in terms of describing the typical relationship between an outline and speech score from a given student (see Figure 1 example from SPC 1017 below originally shown in Fall 2015 Assessment Report). What was perhaps most useful was a review of the percentage of students improving from Outline to Speech based on Outline scores (Figure 2 example from SPC 1017 originally shown in Fall 2015 Assessment Report). While these overall results are helpful, they are not necessarily correlative as faculty felt that both the Outline and Speech are sufficiently different in terms of rubric scoring that it may be more helpful to review individual dimension separately. What follows is that study.
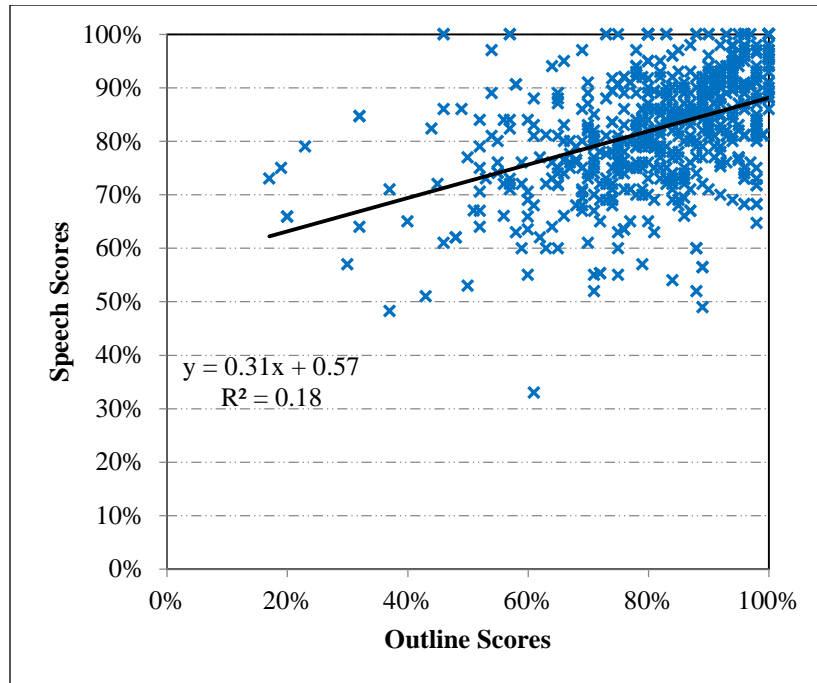
Figure 1. SPC 1017 Speech scores as a function of Outline scores for fall 2015. Blue 'x' denotes a matching outline/speech artifact (i.e. originating from the same student).
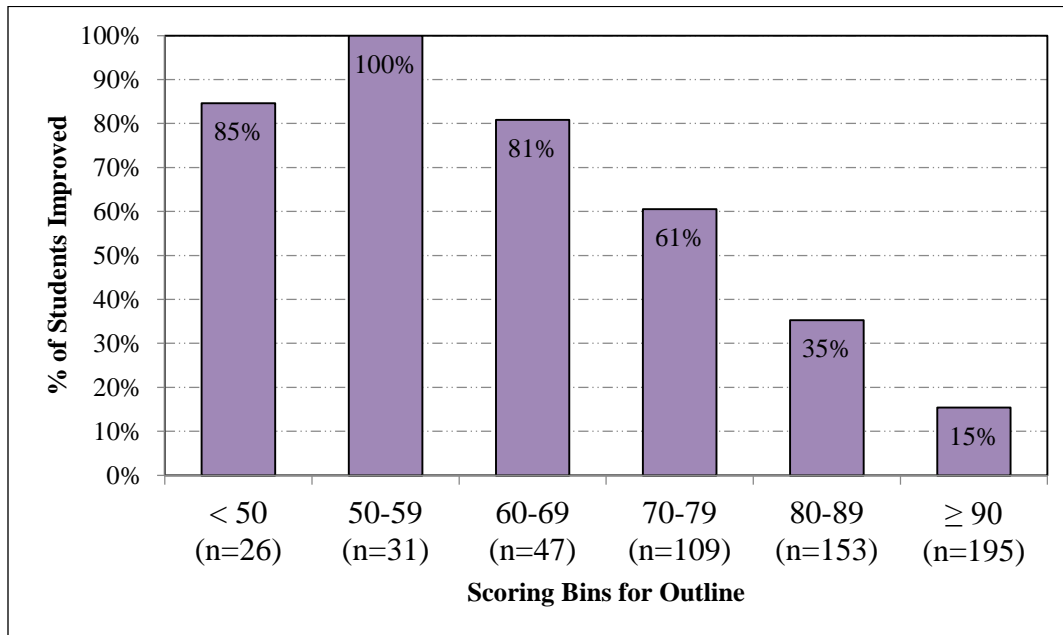

Figure 2. Percentage of students improved from Outline to Speech binned by Outline score (SPC 1017, fall 2015).

Figure 3 exhibits the percent improvements of common artifacts (originating by the same student) denoted by the black bar along with percent declines denoted by the red bar for SPC 1017. Both Support and Oral Documentation exhibit net improvements by students from Outline score to Speech score. In the case of Support, 22.7% exhibit improvement in their rubric score (e.g., Speech = 4 compared to Outline = 3, or 3 to 2, etc.), 14.2% exhibit declines, and 63.1% exhibit no change. Similarly,

in Oral Documentation, 32.6% exhibit improvement in their rubric score from Outline to Speech, while 28.9% exhibit declines and 38.5% exhibit no change. The other three dimensions exhibit declines from Outline to Speech. In the worst case, Introduction exhibits only a 12.9% improvement with a 34.0% decline, and 53.1% exhibiting no change.
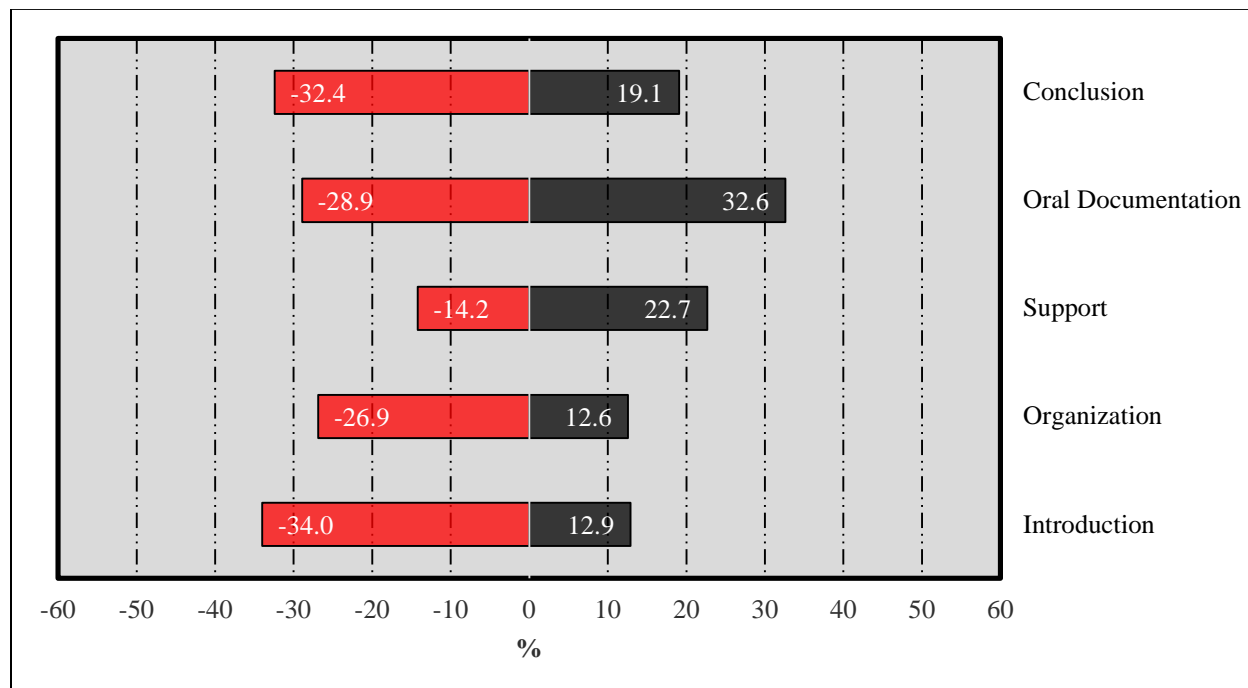

Figure 3. SPC 1017 - Percent increase/decrease from Outline to Speech by common rubric dimension for fall 2015. Note that no change was exhibited by 53% for Introduction, 60% for Organization, 63% for Support, 39% for Oral Documentation, and 48% for Conclusion.

The rubric dimension exhibiting the greatest improvement in SPC 1017 is Oral Documentation. To better understand what that improvement looks like, Figure 4 depicts the distribution of scores for both Outline (teal) and Speech (purple). Note that despite only a slight difference in improvement (32.6%) to decline (28.9%), the overall distribution of scores is heavily shifted to higher scores from Outline to Speech. For example, the percentage of students scoring '0' in the Outline declines from 17% to 5% in the Speech. At the same time, scores of '1', '2', '3', and '4' increase from Outline to Speech.

On the surface, these results (Figure 3 Oral Documentation) and (Figure 4) may appear conflicting. Figure 3 depicts only a slight increase from Outline to Speech (32.6% improvement vs. 28.9% decline). Figure 4 shows a steady shift from Outline to Speech of higher performance.

It is somewhat misleading, however, to compare improvement/decline percentages based on all data. Inherently, those scoring '4' on the Outline can only decline or remain unchanged. Similarly, those scoring '0' can only improve or remain unchanged. As the purpose of this study is to determine where improvement occurs and why, it may be more prudent to compare improvement/decline percentages and exclude those scoring 4s on the Outline score (Figure 5). These results now only compare those achieving 3 or lower on the Outline. When reviewing Figure 5 (those with Outline score 3 or lower), we see that there is substantial improvement in four of five areas. The Introduction is the only dimension in which no substantial improvement is evident from Outline to Speech (27.5% improve vs. 26.4% decline).

By comparison, Organization, which only exhibits a 12.6% improvement when considering all data, now exhibits a 34.1% improvement of those scoring 3 or lower. Another example of this is Support, which exhibits 22.7% improvement when considering all data and 42.1% improvement for those scoring 3 or lower. The take home point based on these results is that, for those students which have room for improvement from Outline to Speech, the Oral Documentation, Support and Organization dimensions exhibit the greatest improvement, the Conclusion dimension exhibit some improvement, and the Introduction dimension exhibits minimal improvement.
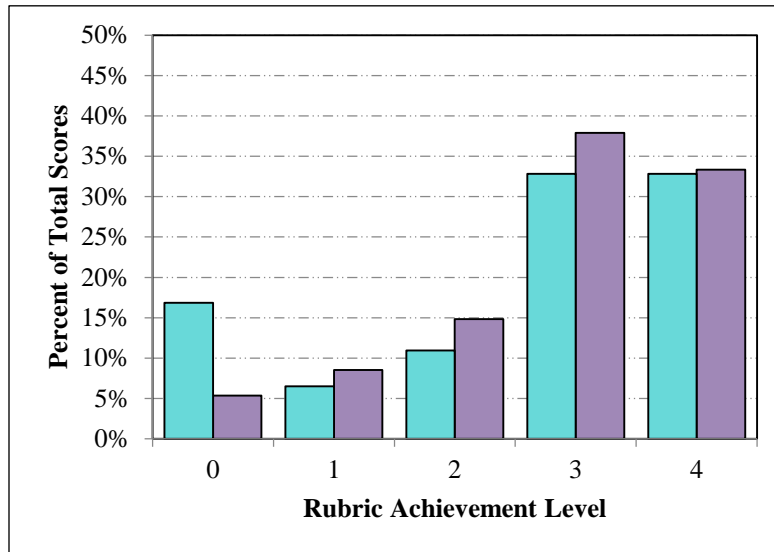

Figure 4. Distribution of scores for Oral Documentation in Outline (teal) and Speech (purple) for SPC 1017 in fall 2015.
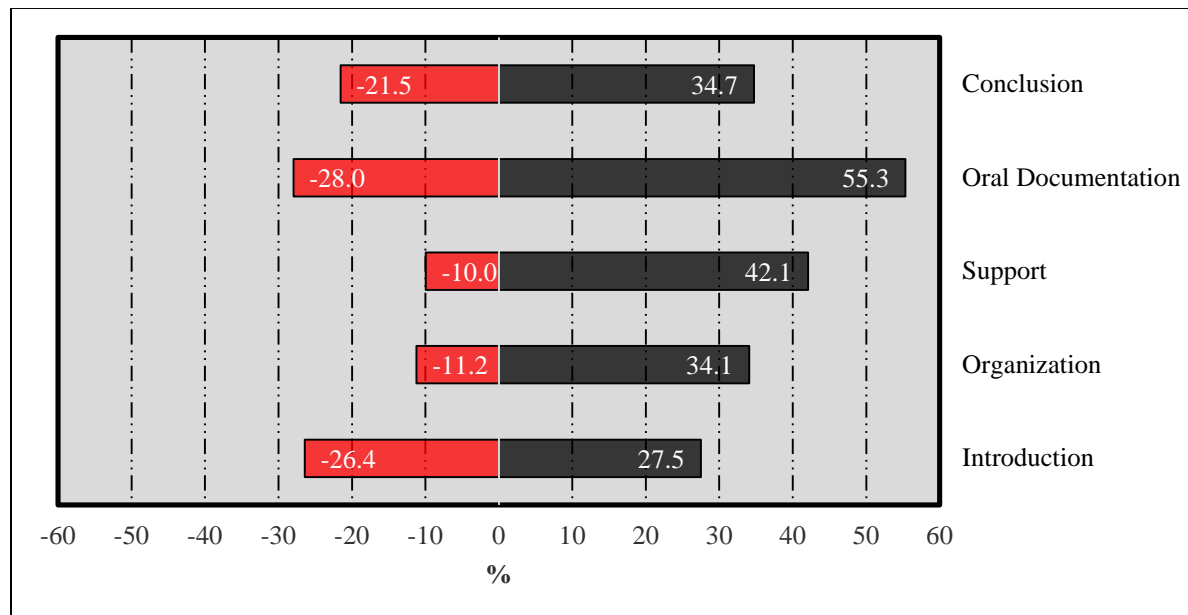

Figure 5. SPC 1017 - Percent increase/decrease from Outline to Speech by common rubric dimension for fall 2015 excluding those artifacts scoring perfect 4/4 on Outline. Note that no change was exhibited by 53% for Introduction, 60% for Organization, 63% for Support, 39% for Oral Documentation, and 48% for Conclusion.

Figure 6 exhibits the percent improvements of common artifacts (originating by the same student) denoted by the black bar along with percent declines denoted by the red bar for SPC 2608. Both Support and Oral Documentation exhibit net improvements by students from Outline score to Speech score. In the case of Support, 21.3% exhibit improvement in their rubric score (e.g., Speech = 4 compared to Outline = 3, or 3 to 2, etc.), 13.7% exhibit declines, and 64.9% exhibit no change. Similarly, in Oral Documentation, 31.8% exhibit improvement in their rubric score from Outline to Speech, while 13.7% exhibit declines and 54.5% exhibit no change. The other three dimensions exhibit declines from Outline to Speech. In the worst case, Introduction exhibits only a 11.8% improvement with a 30.8% decline, and 57.3% exhibiting no change.
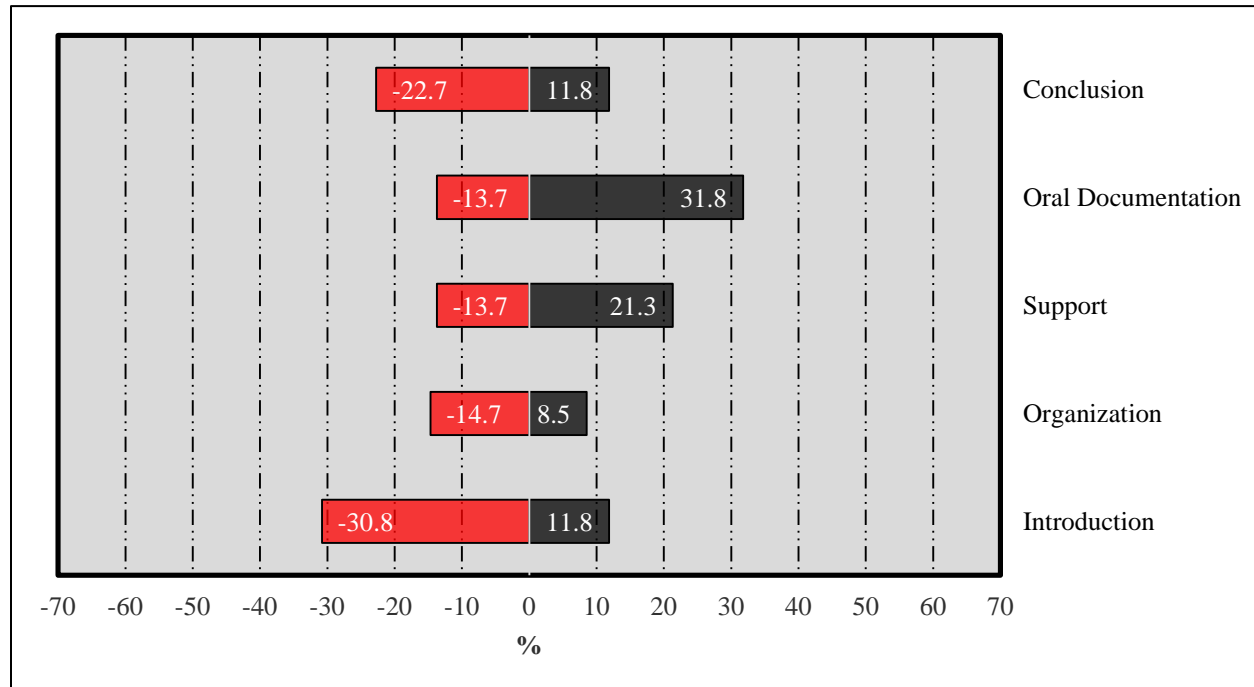

Figure 6. SPC 2608 - Percent increase/decrease from Outline to Speech by common rubric dimension for fall 2015. Note that no change was exhibited by 53% for Introduction, 60% for Organization, 63% for Support, 39% for Oral Documentation, and 48% for Conclusion.

Figure 7 exhibits results when we compare improvement/decline percentages and exclude those scoring 4s on the Outline score. These results now only compare those achieving 3 or lower on the Outline. When reviewing Figure 7 (those with Outline score 3 or lower), we see that there is substantial improvement in all five areas. By comparison, Organization, which only exhibits a 8.5% improvement when considering all data, now exhibits a 43.9% improvement of those scoring 3 or lower. Another example of this is Introduction, which exhibits 11.8% improvement when considering all data and 40.3% improvement for those scoring 3 or lower. In short, for those students which have room for improvement from Outline to Speech, all five dimensions exhibit large improvement. The weakest of the five is Conclusion, which exhibits 39.7% improved to 19.0% declined. The strongest is Oral Documentation, which exhibits 66.3% improved to 11.9% declined.
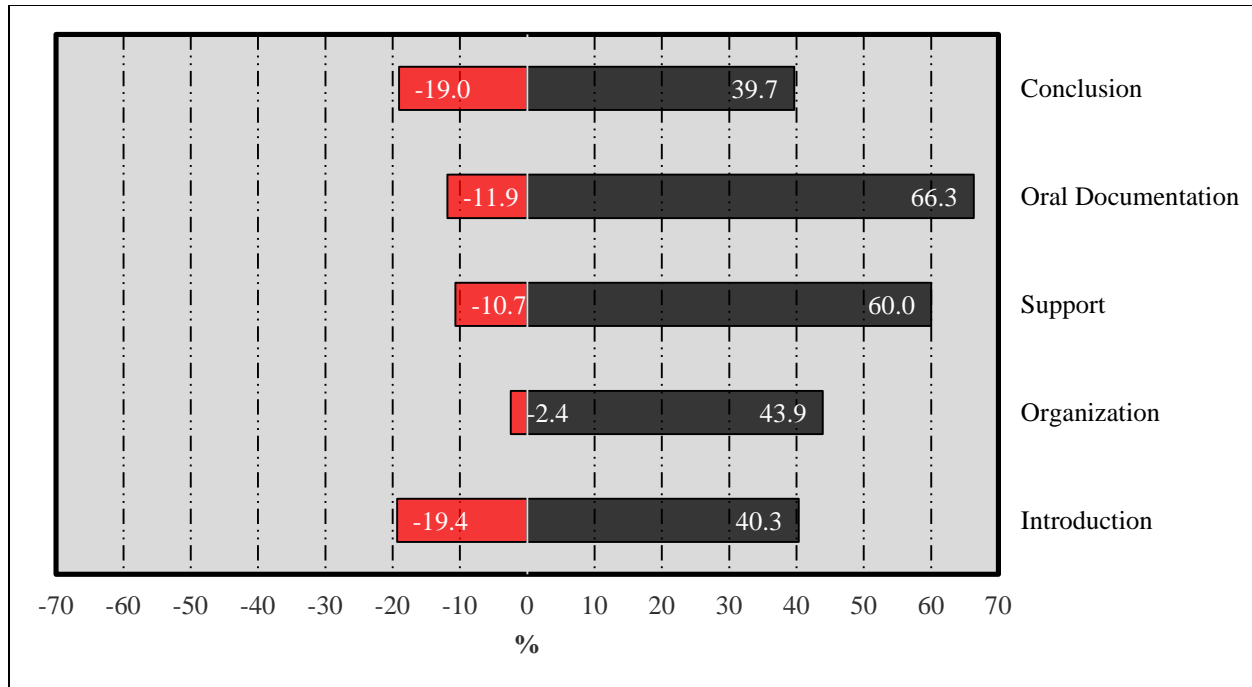
Figure 7. SPC 2608 - Percent increase/decrease from Outline to Speech by common rubric dimension for fall 2015 excluding those artifacts scoring perfect 4/4 on Outline. Note that no change was exhibited by 53% for Introduction, 60% for Organization, 63% for Sup

2 CONCLUSIONS

FSW's Speech Department employed a common rubric used by all faculty as a means to evaluate an agreed upon series of student level outcomes for SPC 1017 and SPC 2608. During the fall 2015 term, the department has collectively agreed to conduct a department-wide LOG studying the relationship between outlining for a presentation and the presentation itself to determine if good sentence outline preparation leads to better oral presentations. The initial investigation reported some basic information was established in terms of describing the typical relationship between an outline and speech score from a given student but they did not necessarily correlate as faculty felt that both the Outline and Speech are sufficiently different in terms of rubric scoring. A follow up study was implemented to investigate further the correlations on a comparative dimension basis.

A drilldown of SPC 1017 results are as follows:

1. In a study comparing net improvements from Outline to Speech, both Support and Oral Documentation exhibit net improvements while the other three declined.
2. Since the purpose of the study is to determine where improvement occurs and why, results of only those achieving 3 or lower on the Outline were also compared. There is substantial improvement in four of five areas. The Introduction is the only dimension in which no substantial improvement is evident from Outline to Speech (27.5% improve vs. 26.4% decline). For those students which have room for improvement from Outline to Speech, the Oral Documentation, Support and Organization dimensions exhibit the greatest improvement, the Conclusion dimension exhibit some improvement, and the Introduction dimension exhibits minimal improvement.

A drilldown of SPC 2608 results are as follows:

1. In a study comparing net improvements from Outline to Speech, both Support and Oral Documentation exhibit net improvements by students from Outline score to Speech score. The other three dimensions exhibit declines from Outline to Speech. In the worst case, Introduction exhibits only a 11.8% improvement with a 30.8% decline, and 57.3% exhibiting no change..

2. Since the purpose of the study is to determine where improvement occurs and why, results of only those achieving 3 or lower on the Outline were also compared. There is substantial improvement in all five areas. In short, for those students which have room for improvement from Outline to Speech, all five dimensions exhibit large improvement. The weakest of the five is Conclusion, which exhibits 39.7% improved to 19.0% declined. The strongest is Oral Documentation, which exhibits 66.3% improved to 11.9% declined.