ASSESSMENT REPORT FORM

Academic Year: 2011

Program: Speech
Type of Assessment (Classroom, Course, or Program): Course

Outcome Assessed:
Students will cope effectively with the tensions involved with public speaking and other communication experiences.

Corresponding Goal:
Demonstrate discipline-specific competencies in the performance and creation of art

Date(s) Assessment Data Collected:
Spring/2012 (Pre- and post inventories at beginning and end of academic term)

Participating Courses and Sections:
SPE101 - 001, 006, 008, 009, 021, 022, 033, 034, 070

Assessment Tool (Include any supporting documentation):
Personal Report of Public Speaking Anxiety (PRPSA)

Data Summary (Include any supporting documentation):
The PRPSA (to measure self-reporting of public speaking anxiety) was given to Speech 101 students (across 9 sections taught by 7 full and adjunct instructors) at the beginning and end of the 2011/Spring term. The average score on the pretest was 108, which indicates moderate anxiety. The average score at the end of the speech classes was 90, which indicates low anxiety. Eighty-seven percent of students who completed both the pre and post test reported a decrease in speech anxiety. Data attached.

What can you conclude from the data analysis?
We met with the department chair to review the data. We were pleased that a significant majority of students reported a decrease in tension in public speaking. We are doing a good job of addressing this important goal of increasing students’ ability to cope with the inevitable tensions in public speaking. But we were curious about some students reporting an increase in tension. We are curious about some students reporting an increase in tension. We believe we need to be particularly aware that our students who express early confidence in their ability to cope with the public speaking experience may actually be among our most at-risk learners in regard to speech anxiety.

Plan of Action (What will you do next?):
At department and adjunct meetings, we will discuss the assessment outcomes. We will share successful strategies for increasing learners’ abilities to cope with public speaking tension. And we will address our concerns about learners who may demonstrate little initial tension and brainstorm strategies for maintaining their comfort level. We will also consider whether there may be reasons to giving the inventory in future terms to identify other factors such as whether any relationship between extreme high levels of anxiety and withdrawal rates.

Do you anticipate any costs associated with implementing your plan? [N] Projected Costs ($):
Additional Comments

In the second term of the 2011 academic year, we assessed the following speech outcome that speech students would:

Self-report and increased ability to cope with tension in public speaking situations.

Helping students cope effectively with the tensions involved with public speaking and other communication experiences is a significant goal in our speech courses. Most students enter the course with limited public speaking experience. Few students have ever taken a speech course prior to Speech 101.

We assessed this outcome by administering pre and post self-report inventories to speech students. Our tool was the well respected and heavily researched and used Personal Report of Public Speaking Anxiety (PRPSA) (ATTACHED). The tool consists of 34 questions, which result in scores that indicate high, moderate and low levels of speech anxiety.

We administered the PRPSA in 9 speech sections (SPE101 - 001, 006, 008, 009, 021, 022, 033, 034, 070) taught by 7 full and adjunct instructors. At the beginning and end of the term, letters of request with an explanation of the assessment initiative were sent to instructors by the lead speech instructor (Lisa Samra) (ATTACHED). We requested that students put their names on the inventories so that we could insure that, in our data collection, we included only inventories of students who completed both the pre and post tests and not those who were present in class for only one of the inventories. As a result, our data is based upon the reports of 120 students who complete both the pre and post PRPSA. The results are as follows.

- The average score on the pre-test at the beginning of class was 108, which indicates a moderate level of anxiety.
- The average score on the post-test at the end of class was 90, which indicates a low level of anxiety.
- Eighty-seven percent of student (104) reported a decrease in anxiety.
- Thirteen percent (16) reported an increase in anxiety.

We were pleased that a significant majority of students reported a decrease in tension in public speaking. But we were curious about some students reporting an increase in tension. We extracted from the data the scores or those students who indicated an increase in tension. We found the following regarding those 16 students.

- Their scores on the pre-test averaged 94, indicating low anxiety.
- Their scores on the post-test averaged 109, indicating moderate anxiety.

In our meeting to discuss this outcome, we considered the possibility that those who began the course with greater confidence in their ability to talk in front of others may not have had realistic expectations
regarding the challenges they would confront as speech-making in the course became more complex and demanding (in regard to format, research, etc.).

Overall, we were very pleased that our speech courses are successfully addressing the goal of helping learners cope with the inevitable tensions associated with public speaking. At the same time, we believe we need to be particularly aware that our students who express early confidence in their ability to cope with the public speaking experience may actually be among our most at-risk learners in regard to speech anxiety.
<table>
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<th>Speech Outcomes</th>
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<th>SPE 112</th>
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<td>Demonstrate active listening skills</td>
<td>Oral critiques, self-evaluation, group project</td>
<td>Role Playing activities (listening skills observed by instructor)</td>
<td>Observation and analysis of intercultural communication</td>
<td>Group activity/critique</td>
<td>Oral critiques, self-evaluation, group project</td>
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<td>Create and deliver effective oral messages</td>
<td>Preparation and presentation of speeches</td>
<td>Small group project presentation or performance</td>
<td>Prepare informative message for cross-cultural audience</td>
<td>Group presentation</td>
<td>Preparation and presentation of speeches</td>
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<td>Identify the elements of a communication model and apply it to a real world situation</td>
<td>Paper, group project, individual project</td>
<td>Paper, group/individual project</td>
<td>Individual or group project</td>
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<td>Paper, group project, individual project</td>
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<td>Differentiate from among the various purposes and functions of human communication</td>
<td>Examinations and analysis papers</td>
<td>Examinations, analysis paper</td>
<td>Identify messages from a variety of differing cultures</td>
<td>Group roles analysis</td>
<td>Examinations and analysis papers</td>
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<tr>
<td>Evaluate the effectiveness of specific oral communication transactions</td>
<td>Critiques and response papers</td>
<td>Dyad Observation Report; Communication journal</td>
<td>Observation and analysis of intercultural communication</td>
<td>Critiques and response papers</td>
<td>Critiques and response papers</td>
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<tr>
<td>Cope effectively with the tensions involved with public speaking and other communication experiences</td>
<td>Self-report an increased ability to cope with tension in public speaking situations</td>
<td>Self-report an increased confidence in communicating interpersonally</td>
<td>Self-report a lessening of tension when speaking with people of different cultures</td>
<td>Self-report an increased confidence in expressing one’s views in group settings</td>
<td>Self-report an increased ability to cope with tension in public speaking situations</td>
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Personal Report of Public Speaking Anxiety (PRPSA)

Directions: Below are 34 statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5.

1. While preparing for giving a speech, I feel tense and nervous.
2. I feel tense when I see the words "speech" and "public speech" on a course outline when studying.
3. My thoughts become confused and jumbled when I am giving a speech.
4. Right after giving a speech I feel that I have had a pleasant experience.
5. I get anxious when I think about a speech coming up.
6. I have no fear of giving a speech.
7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
8. I look forward to giving a speech.
9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
10. My hands tremble when I am giving a speech.
11. I feel relaxed while giving a speech.
12. I enjoy preparing for a speech.
13. I am in constant fear of forgetting what I prepared to say.
14. I get anxious if someone asks me something about my topic that I don't know.
15. I face the prospect of giving a speech with confidence.
16. I feel that I am in complete possession of myself while giving a speech.
17. My mind is clear when giving a speech.
18. I do not dread giving a speech.
19. I perspire just before starting a speech.
20. My heart beats very fast just as I start a speech.
21. I experience considerable anxiety while sitting in the room just before my speech starts.
22. Certain parts of my body feel very tense and rigid while giving a speech.
23. Realizing that only a little time remains in a speech makes me very tense and anxious.
24. While giving a speech, I know I can control my feelings of tension & stress.
25. I breathe faster just before starting a speech.
26. I feel comfortable and relaxed in the hour or so just before giving a speech.
27. I do poorer on speeches because I am anxious.
28. I feel anxious when the teacher announces the date of a speaking assignment.
29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
30. During an important speech I experience a feeling of helplessness building up inside me.
31. I have trouble falling asleep the night before a speech.
32. My heart beats very fast while I present a speech.
33. I feel anxious while waiting to give my speech.
34. While giving a speech, I get so nervous I forget facts I really know.
Scoring: To determine your score on the PRPSA, complete the following steps:

Step 1. Add scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 33, and 34
Step 2. Add the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24, and 26
Step 3. Complete the following formula:
PRPSA = 72 - Total from Step 2 + Total from Step 1

Your score should be between 34 and 170. If your score is below 34 or above 170, you have made a mistake in computing the score.
High = > 131
Low = < 98
Moderate = 98-131
Mean = 114.6; SD = 17.2

MY SCORE ____________________ MY NAME ____________________________

DATE ______________________

Source:

From: Lisa Samra <lsamra@triton.edu>
To: mrcdtm <mrcdtm@sbcglobal.net>; linda_kravitz <linda_kravitz@sbcglobal.net>; professorfelix97 <professorfelix97@aol.com>; jschill <jschill@triton.edu>; jharrin4 <jharrin4@triton.edu>; Ron Ben-Joseph <rbeej80@yahoo.com>; Jeffrey Tischauer <jtischauer1@yahoo.com>
Cc: ajohns39 <ajohns39@triton.edu>; tfenci <tfenci@triton.edu>
Subject: Department Assessment
Date: Tue, Jan 25, 2011 1:17 pm

Hello All,

For our department speech assessment this year, we are looking at the levels of speech anxiety with which our students enter our classes and the extent to which (hopefully!) this anxiety dissipates by the end of their tenure in our SPE101 classes.

In the next couple of days, you will be receiving class sets of the Personal Report of Public Speaking Anxiety inventory (PRPSA). We want to emphasize that in no way is this inventory evaluative of students or instructors!

Please have your students take this assessment during the first 2 weeks of the semester (by February), if possible. And please have the students self score their inventories. You may wish to use class time to do this; taking the inventory and scoring it will take 10-15 minutes. Or you may wish to have the students complete the inventories outside of class. In any case, please collect them and submit to Terry Fenci.

During the last two weeks of your class, we will ask you to re-administer the inventory so that we can do pre and post comparisons.

IT IS IMPORTANT THAT THE STUDENTS PUT THEIR NAMES ON THE INVENTORIES. We have field tested the inventory with a couple of classes. Students in the field testing did not think that any of the questions were invasive or that it was uncomfortable to sign their names.

Calendar:

By February 4: Have students take and self-score the PRPSA and submit to Lisa.

By May 19: Have students take and self-score the PRPSA again (we will have send you new copies of the inventory) and submit to Lisa. (Note: If you are distributing inventories to a seven week class, obviously the dates will differ).

Here are the sections we are requesting for this assessment:
001 Craig
006 Kravitz
009 Felix
022 Schill
030 Tischauer
017 Ben-Joseph
033 Harrington
034 Samra
070 Fenci

For tracking purposes, it’s important you only administer the inventory to these sections.

Thanks so much for your help! This meets our assessment mandate from the college for this semester.

Angelee Johns

Lisa Samra
Hello All,

For our department speech assessment this year, we are looking at the levels of speech anxiety with which our students enter our classes and the extent to which (hopefully!) this anxiety dissipates by the end of their tenure in our SPE101 classes. Thank you for administering this inventory early in the semester. We’re now ready to re-administer the inventory to the same class sections so that we can do pre and post comparisons.

In the next couple of days, you will be receiving a new class sets of the Personal Report of Public Speaking Anxiety inventory (PRPSA). We want to emphasize that in no way is this inventory evalutative of students or instructors!

Please have your students take this assessment during the last 2 weeks of the semester (by May 19), if possible. And please have the students self score their inventories. You may wish to use class time to do this; taking the inventory and scoring it will take 10-15 minutes. Or you may wish to have the students complete the inventories outside of class. In any case, please collect them and submit to Terry Fencil (via the mail box in the temporary VPCA office).

IT IS IMPORTANT THAT THE STUDENTS PUT THEIR NAMES ON THE INVENTORIES.

Here are the sections we are requesting for this assessment:
001 Craig
006 Kravitz
009B & 009 Felix
021 & 022 Schill
030 Tischauzer
033 Harrington
034 Samra
070 Fencil

For tracking purposes, it’s important you only administer the inventory to these sections.

Thanks so much for your help! This meets our assessment mandate from the college for this semester.

Angelee Johns
Lisa Samra