

BA Communication Studies/Media and Screen Studies

Background

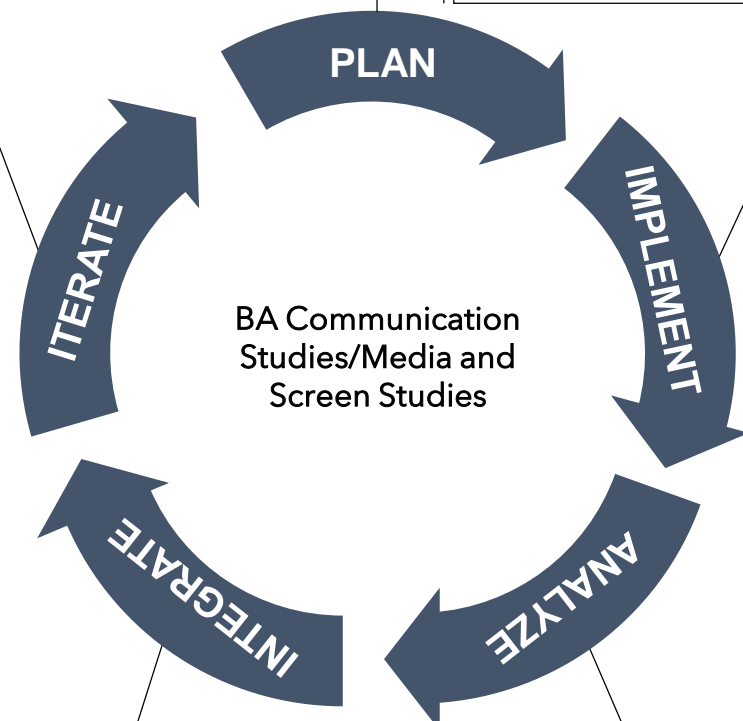
- Combined major
 - Communication Studies
 - Media and Screen Studies
- Separate assessment teams formed
- Communication Studies assessment is more fully developed
 - Assessments affect the overall combined major

- Programmatic student learning outcomes ([Appendix A](#)) and assessment plans ([Appendix B](#)) developed with department chair's leadership and faculty support
- Communication Studies and Media and Screen Studies worked independently, but shared information

For Communication Studies, the "prepare and deliver a compelling speech" of the following learning outcome was assessed: "Basic communication skills, including the ability to research a question, prepare and deliver a compelling speech, and think critically and write effectively."

- Focus on Public Speaking course ([Appendix C](#))
 - The rationale was that the course targets all majors (and enrolls some non-majors) early in their academic career.
 - This course has a common syllabus in which the content and textbook is decided by the administration.
 - Anecdotally and informally, the faculty has constantly been making improvements within this course. This assessment has provided the opportunity to collect data in a formal and systematic way.

While working towards addressing the long-term gaps identified, years two through five of the assessment plan address smaller parts of the learning outcomes.



The following methods and tools were used in AY 2017-2018 ([Appendix D](#)):

- Quantitative analysis of grades earned by students for their final speech using a common rubric ([Appendix E](#))
- Student survey
- Institutional data

Although grades are not typically used for assessment of student learning, Communication Studies was interested in:

- Students' ability to deliver a speech to an unfamiliar audience
- Having an intersubjective assessment of teaching efficiency in the class

Overall results

- Standard deviation was 0.5%

The survey was distributed to 704 students, and 132 responded. Results were sectioned and analyzed in the following areas:

- Structure
- Practical exercises
- Speeches
- Final speech project
- Textbook
- Media

Short-term improvements (examples)

- Textbook for Fall 2018 has been changed
- Realized that communicating existing courses to students needs to be reinforced

Long-term improvements identified (examples)

- Create customized instructional materials
- Test integration of public speaking skills in advanced classes

Appendix A: Programmatic Student Learning Outcomes

COMMUNICATION STUDIES DEPARTMENT

Learning outcomes for the major in Communication Studies

1. Basic communication skills, including the ability to research a question, prepare and deliver a compelling speech, and think critically and write effectively.
2. An understanding of the communication discipline including an appreciation of the history of communication studies, familiarity with important theoretical principles, and the ability to apply this knowledge to contemporary problems.
3. A distinct area of emphasis that distinguishes their major. Some of the more popular areas include argumentation and advocacy, organizational or health communication, digital communication, and media production.

Learning outcomes for the major in Media and Screen Studies

1. Apply basic knowledge of fundamental techniques of video-based film production in a visual project.
2. Define terms, concepts, and theories that are fundamental to the study of media.
3. Apply analytical and critical thinking skills to media texts.
4. Apply the history of media studies to current issues of media with a particular focus on identity, industry, and democracy.
5. Plan, write, and present original research papers and presentations, incorporating an analytical understanding of concepts and ideas in Media and Screen Studies.
6. Apply theories of media and culture central to the field of Media and Screen Studies to a media text or issue.

Appendix B: Assessment Plan
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
E-Series Form: Making Assessment More Explicit

Date of Submission: 21 February 2017

Submitted by: Dale Herbeck, Chair, Communication Studies Department

Email address of submitter: d.herbeck@neu.edu

College: College of Arts, Media and Design

Department: Communication Studies

Degree: BA in Communication Studies

Degree Level (BS, BA, MS, MA, MFA, PhD, etc.): BA

UNACCREDITED AND ACCREDITED PROGRAMS

List the programmatic student learning outcomes for this degree.

Learning outcomes for the major in Communication Studies:

1. Basic communication skills, including the ability to research a question, prepare and deliver a compelling speech, and think critically and write effectively.
 - Locate and critically assess relevant information
 - Interpret and evaluate communication scholarship
 - Master basic statistical principles
 - Present messages in multiple modalities and contexts
 - Critically analyze messages
 - Apply ethical communication principles and practices
2. An understanding of the communication discipline including an appreciation of the history of communication studies, familiarity with important theoretical principles, and the ability to apply this knowledge to contemporary problems.
 - Describe the discipline and its central question
 - Formulate appropriate research questions
 - Explain theories, perspectives, and principles
 - Apply theories, perspectives, and principles
 - Examine contemporary debates within the field
 - Engage in communication inquiry
3. A distinct area of emphasis that distinguishes their major. Some of the more popular areas include argumentation and advocacy, organizational or health communication, digital communication, and media production.
 - Identify intellectual specializations within field
 - Categorize various career pathways
 - Apply communication scholarship to a problem
 - Empower individuals to promote social change
 - Utilize communication to embrace difference
 - Influence public discourse

Where are the learning outcomes published? (please specify) Include specific URLs where appropriate and assure that they are valid.

[https://camd.northeastern.edu/commstudies/academic-programs/ba-in-communication-studies/Assessment tools](https://camd.northeastern.edu/commstudies/academic-programs/ba-in-communication-studies/Assessment%20tools)

Other than GPA, what data/evidence is used to determine that graduates have achieved the stated learning outcomes for the degree (e.g., capstone course, portfolio review, licensure examination)?

The department's assessment plan relies on a combination of direct, indirect, and institutional measures.

Institutional Measures

Institutional data (i.e., EMSA data on oncoming students, enrollment trends, graduation and/or retention rates), surveys of graduating seniors, surveys of recent graduates, and co-op data (i.e., student assessments, reflections, and employer assessments)

Direct Performance Measures

Individual and group presentations, projects, exams, presentations at conferences, and capstone projects

Indirect Performance Measures

Surveys of current students, exit interviews and focus groups, and placement statistics

Who interprets the evidence? What is the process (e.g., annually by the curriculum committee)?

The department will appoint separate assessment teams for the Communication Studies major and the Media and Screen Studies major. Based on the assessment schedule, the assessment team will review an appropriate mix of direct, indirect, and institutional measures and prepare an annual report to be presented at a faculty meeting. After reviewing the report, the department chair will task an existing committee (i.e., the Curriculum Committee) or appoint a special committee to address areas of concern identified during annual assessment. At the culmination of the assessment plan (five years), the department will undertake a program review.

What changes have been made as a result of using the data/evidence?

The Communication Studies faculty reviewed the curriculum and adopted new requirements for the Communication Studies major and the half-major template during the 2012-2013 Academic Year. The new requirements took effect during the 2013-2014 Academic Year. Building on these changes, the faculty 1) established a common curriculum that is used in the three common requirements (COMM 1101 – Introduction to Communication Studies, COMM 1112 – Public Speaking, and COMM 2301 – Research Methods), 2) adopted a shared definition of the requirements for all writing-intensive seminars, and 3) adopted common expectations for capstone courses.

Date of most recent program review (for general education and each degree program):

The Communication Studies Department has not been evaluated since the creation of the College of Arts, Media and Design in 2010.

Be sure to upload the programmatic assessment plan (pdf, Word, Excel) to the internal NEASC repository. The document should contain: College, Department, Degree, Degree earned

ACCREDITED PROGRAMS

Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).

Date of most recent accreditation action by each listed agency: _____

List key issues for continuing accreditation identified in accreditation action letter or report.

Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.) – NOTE: Record results of key performance indicators in form 8.3 of the Data First Forms.

Date and nature of next scheduled review: _____

Be sure to indicate the accrediting body credentials on the School/department website.

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
E-Series Form: Making Assessment More Explicit

Date of Submission: 21 February 2017

Submitted by: Dale Herbeck, Chair, Communication Studies Department

Email address of submitter: d.herbeck@neu.edu

College: College of Arts, Media and Design

Department: Communication Studies (Media and Screen Studies Program)

Degree: BA in Media and Screen Studies

Degree Level (BS, BA, MS, MA, MFA, PhD, etc.): BA

UNACCREDITED AND ACCREDITED PROGRAMS

List the programmatic student learning outcomes for this degree.

Learning outcomes for the major in Media and Screen Studies:

1. Apply basic knowledge of fundamental techniques of video-based film production in a visual project
2. Define terms, concepts, and theories that are fundamental to the study of media
3. Apply analytical and critical thinking skills to media texts
4. Apply the history of media studies to current issues of media with a particular focus on identity, industry, and democracy
5. Plan, write, and present original research papers and presentations, incorporating an analytical understanding of concepts and ideas in Media and Screen Studies
6. Apply theories of media and culture central to the field of Media and Screen Studies to a media text or issue

Where are the learning outcomes published? (please specify) Include specific URLs where appropriate and assure that they are valid.

<https://camd.northeastern.edu/mscr/academic-programs/media-screen-studies/>

Other than GPA, what data/evidence is used to determine that graduates have achieved the stated learning outcomes for the degree (e.g., capstone course, portfolio review, licensure examination)?

The department's assessment plan relies on a combination of direct, indirect, and institutional measures.

Institutional Measures

Institutional data (i.e., EMSA data on oncoming students, enrollment trends, graduation and/or retention rates), surveys of graduating seniors, surveys of recent graduates, and co-op data (i.e., student assessments, reflections, and employer assessments)

Direct Performance Measures

Individual and group presentations, projects, exams, presentations at conferences, and capstone projects

Indirect Performance Measures

Surveys of current students, exit interviews and focus groups, and placement statistics

Who interprets the evidence? What is the process (e.g., annually by the curriculum committee)?

The department will appoint separate assessment teams for the Communication Studies major and the Media and Screen Studies major. Based on the assessment schedule, the assessment team will review an appropriate mix of direct, indirect, and institutional measures and prepare an annual report to be presented at a faculty meeting. After reviewing the report, the department chair will task an existing committee (i.e., the Curriculum Committee) or appoint a special committee to address areas of concern identified during annual assessment. At the culmination of the assessment plan (five years), the department will undertake a program review.

What changes have been made as a result of using the data/evidence?

The Media and Screen Studies faculty reviewed the curriculum and adopted new requirements for the MSCR major and the half-major template during the 2016-2017 Academic Year. The proposed requirements are currently being reviewed by the Academic Affairs Committee (College of Arts, Media and Design) and by the University Undergraduate Curriculum Committee. If approved, the changes will take effect during the 2017-2018 Academic Year.

Date of most recent program review (for general education and each degree program):

The Media and Screen Studies Program has not been reviewed since the creation of the College of Arts, Media and Design in 2010.

Be sure to upload the programmatic assessment plan (pdf, Word, Excel) to the internal NEASC repository. The document should contain: College, Department, Degree, Degree earned

ACCREDITED PROGRAMS

Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).

Date of most recent accreditation action by each listed agency: _____

List key issues for continuing accreditation identified in accreditation action letter or report.

Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.) – NOTE: Record results of key performance indicators in form 8.3 of the Data First Forms.

Date and nature of next scheduled review: _____

Be sure to indicate the accrediting body credentials on the School/department website.

Appendix C: Focus on Public Speaking Course

College of Art, Media and Design
Communication Studies Department
Communication Studies Major (BA)

OVERVIEW: The Communication Studies Department and the Media and Screen Studies Program were early adopters of 9-course half-major templates. As a result of our initiative, we now have 14 combined majors and one or two new combined majors are approved each semester. While some of these majors have grown to have respectable numbers (10 or more students), others have as few as 1 to 5 students.

Since these majors were formed using a half major-template, most are the functional equivalent of a double major. To assess our combined majors, the department plans to employ the learning objectives and the assessment plan used for our regular 13-course major. At some point in the future (probably around year three), the Communication Studies Department will reach out to our academic partners to discuss the integrative course, the primary point of collaboration between the units.

We believe this strategy is appropriate because academic units can change the requirements for the half-major template without the approval of their academic partner. Moreover, assessing the combined majors as if they were separate programs would impose a significant burden on the units engaged in the partnership.

Curriculum Review and Revision Process Description

The overarching goal of the process is to assess student learning to improve curricula, instruction, and learning. Learning outcomes will be assessed annually according to a five-year schedule. When the assessment cycle is complete, the department will initiate a self-study and comprehensive programmatic review.

Process

The department will appoint separate assessment teams for the Communication Studies major and the Media and Screen Studies major. Based on our five-year assessment plan, the team will review an appropriate mix of direct, indirect, and institutional measures and prepare an annual report to be presented at a faculty meeting. After reviewing the report, the department chair will task an existing committee (i.e., the Curriculum Committee) or appoint a special committee to address areas of concern identified during annual assessment. At the culmination of the assessment plan, the department will initiate a self-study and program review.

Measures

The department's assessment plan relies on a combination of direct, indirect, and institutional measures.

Institutional Measures

Institutional data (i.e., EMSA data on oncoming students, enrollment trends, graduation and/or retention rates), surveys of graduating seniors, surveys of recent graduates, and co-op data (i.e., student assessments, reflections, and employer assessments)

Direct Performance Measures

Individual and group presentations, projects, exams, presentations at conferences, and capstone projects

Indirect Performance Measures

Surveys of current students, exit interviews and focus groups, and placement statistics

Schedule

The learning outcomes defined by the department have been distributed based on our curriculum map. To systematically assess outcomes, the department will evaluate the 3 common requirements and 5 distributed requirements according to the following schedule:

Year One (2017-2018): COMM 1112 -- Public Speaking

EXAMPLE: Students in COMM 1112 - Public Speaking deliver five speeches over the course of the semester. In anticipation of this assessment initiative, speaking assignments for the final speech have already been scrambled so that students are not presenting to their own instructor. This scheme makes it possible for the department to assess whether students have the ability to present messages in multiple modalities and contexts, to critically analyze messages, and to apply ethical communication principles and practices.

Year Two (2018-2019): COMM 1101 -- Introduction to Communication Studies and COMM 2301 -- Research Methods

EXAMPLE: The department standardized the curriculum for COMM 2301 - Communication Research Method in 2014 and this makes it possible to administer a common exam to assess specific learning outcomes. This assessment will determine whether students have the ability to

locate and critically assess relevant information, to interpret and evaluate communication scholarship, and to apply basic statistical principles.

Year Three (2019-2020): Foundational (COMM 1210 - Persuasion and Rhetoric, COMM 1225 - Comm Theory, COMM 1231 - Principles of Org Comm, COMM 1255 - Comm in a Digital Age, and COMM 1310 - Classical Foundations of Comm) and Cluster Courses (COMM 1131 - Sex, Relationships & Comm, COMM 2303 - Global and Intercultural Comm, COMM 2304 - Comm and Gender, COMM 2501 - Comm Law, COMM 2551 - Free Speech in Cyberspace)

EXAMPLE: The department will review group projects and short papers from foundational and cluster courses to determine whether students can identify, explain, and apply basic theories, perspectives, and principles.

Year Four (2020-2021): Writing Intensive Seminars (COMM 3201 - Health Comm, COMM 3230 - Interpersonal Comm, COMM 3304 - Comm and Inclusion, COMM 3320 - Political Comm, COMM 3331 - Argumentation and Debate, COMM 3414 - Great Speakers & Speeches, 1930-present, COMM 3415 - Communication Criticism, COMM 3500 - Environmental Issues, Comm & Media, COMM 3501 - Free Speech: Law & Practice, COMM 3530 - Communication & Sexualities, COMM 3532 - Theories of Conflict and Negotiation, COMM 3610 - Comm, Politics and Social Change, COMM 4131 - Sex and Interpersonal Comm, COMM 4533 - Consultation Skills, COMM 4535 - Nonverbal Social Interaction, COMM 4605 - Youth and Comm Technology, COMM 4631 - Crisis Comm and Image Management)

EXAMPLE: The department will sample research papers from writing-intensive seminars to determine whether students can formulate appropriate research questions, to examine contemporary debates within the field, and to engage in communication inquiry.

Year Five (2021-2022): Capstone Experience (COMM 4102 - Health Comm Campaigns, COMM 4530 - Comm and Quality of Life, COMM 4533 - Consultation Skills, COMM 4534 - Org Comm Training and Development, COMM 4602 - Contemporary Rhetorical Theory, COMM 4603 - Advocacy Workshop, COMM 4608 - Strategic Comm Capstone, COMM 4625 - Online Communities)

EXAMPLE: The department will use institutional data and course registration records to assess registration trends in the common requirements, the distributed requirements, and the electives. The information will allow the department to determine whether students

have identified intellectual specializations within the field. This assessment will also include surveys of graduating seniors, surveys of recent graduates, and co-op data (i.e., student assessments, reflections, and employer assessments).

NOTE: The examples are not meant to be exhaustive, but rather to illustrate how the department will employ the assessment measures to assess learning outcomes.

Appendix D: Methods and Tools Used in AY 2017-18 Assessment

College of Art, Media and Design
Communication Studies Department
Media and Screen Studies Major (BA)

OVERVIEW: The Communication Studies Department and the Media and Screen Studies Program were early adopters of 9-course half-major templates. As a result of our initiative, we now have 14 combined majors and one or two new combined majors are approved each semester. While some of these majors have grown to have respectable numbers (10 or more students), others have as few as 1 to 5 students.

Since these majors were formed using a half major-template, most are the functional equivalent of a double major. To assess our combined majors, the department plans to employ the learning objectives and the assessment plan used for our regular 13-course major. At some point in the future (probably around year three), the Communication Studies Department will reach out to our academic partners to discuss the integrative course, the primary point of collaboration between the units.

We believe this strategy is appropriate because academic units can change the requirements for the half-major template without the approval of their academic partner. Moreover, assessing the combined majors as if they were separate programs would impose a significant burden on the units engaged in the partnership.

Curriculum Review and Revision Process Description

The overarching goal of the process is to assess student learning to improve curricula, instruction, and learning. Learning outcomes will be assessed annually according to a five-year schedule. When the assessment cycle is complete, the department will initiate a self-study and comprehensive programmatic review.

Process

The department will appoint separate assessment teams for the Communication Studies major and the Media and Screen Studies major. Based on our five-year assessment plan, the team will review an appropriate mix of direct, indirect, and institutional measures and prepare an annual report to be presented at a faculty meeting. After reviewing the report, the department chair will task an existing committee (i.e., the Curriculum Committee) or appoint a special committee to address areas of concern identified during annual assessment. At the culmination of the assessment plan, the department will initiate a self-study and program review.

Measures

The department's assessment plan relies on a combination of direct, indirect, and institutional measures.

Institutional Measures

Institutional data (i.e., EMSA data on oncoming students, enrollment trends, graduation and/or retention rates), surveys of graduating seniors, surveys of recent graduates, and co-op data (i.e., student assessments, reflections, and employer assessments)

Direct Performance Measures

Individual and group presentations, projects, exams, presentations at conferences, and capstone projects

Indirect Performance Measures

Surveys of current students, exit interviews and focus groups, and placement statistics

Schedule

The learning outcomes defined by the department have been distributed based on our curriculum map. To systematically assess outcomes, the department will evaluate the 3 common requirements and 5 distributed requirements according to the following schedule:

Year One (2017-2018): MSCR 1230 - Introduction to Film Production

EXAMPLE: The department will assess projects from COMM 1230 to see if students have the ability to apply a basic knowledge of fundamental techniques to a visual project.

Year Two (2018-2019): MSCR 1220 - Media, Culture and Society, MSCR 1320 - Media and Social Change, and MSCR 1420 - Media History

EXAMPLE: The new MSCR curriculum has three common requirements. By assessing exams from these courses, the department will determine whether new majors have the ability to 1) apply terms, concepts, and theories that are fundamental to the study of media and 2) apply analytical and critical thinking to media texts.

Year Three (2019-2020): Diversity or Globalization (CINE 2394 - Modern Film and Global Culture, CINE 3392 - Gender and Film, MSCR 2325 - Global Media, MSCR 2505 - Digital Feminisms, and MSCR 3437 - Media and Identity)

EXAMPLE: The department will review group projects and short papers from diversity and globalization courses to determine whether students can apply the history of media studies to current issues or media with a particular focus on identity, industry, and democracy.

Year Four (2020-2021): Writing-Intensive Seminars (CINE 3500 - Film Theory, MSCR 3420 - Digital Media Culture, MSCR 3422 - Media Audiences, and MSCR 4208 - Television History)

EXAMPLE: The department will sample research papers from writing-intensive seminars to determine whether majors can plan, write, and present original research that incorporates an analytical understanding of concepts and ideas in Media and Screen Studies

Year Five (2021-2022): Capstone Experience (MSCR 4582 - Collaborative Video and Community Engagement and MSCR 4623 - Theories of Media and Culture)

EXAMPLE: The department will use institutional data and course registration records to assess registration trends in the common requirements, the distributed requirements, and the electives. The information will allow the department to determine whether students have identified intellectual specializations within the field. This assessment will also include surveys of graduating seniors, surveys of recent graduates, and co-op data (i.e., student assessments, reflections, and employer assessments).

NOTE: The examples are not meant to be exhaustive, but rather to illustrate how the department will employ the assessment measures to assess learning outcomes.

Appendix E: Quantitative Analysis of Grades *Public Speaking at Northeastern University*

Teaching Efficiency Evaluation – Outline

Challenge

Like many other skills in the humanities, public speaking proficiency is very hard to objectively quantify. Short of an objective standard, the main form of assessment must be an intersubjective agreement, based on a fundament on careful instruction.

Fundament

Public Speaking instruction at Northeastern University is based on A) a carefully designed curriculum, taught by B) highly qualified instructors, who are C) in regular exchange with each other.

- A. Our public speaking curriculum is expressed in the common syllabus for all courses, which outlines five graded exercises for each class, the common textbook and instructional principles and policies. It is supplemented by set of non-graded training exercises that have been recorded on teaching videos for new instructors.
- B. Our public speaking instructors are all highly qualified experts in their field who come to us with ample experience teaching public speaking and excellent teaching evaluations.
- C. The public speaking team at Northeastern meets regularly to coordinate the classes, address challenges and exchange instructional materials and know-how.

Quantifiable Assessment

As part of their public speaking experience, all students deliver their final speech in front of new audiences, new instructors and against an unknown opponent. The final speech constitutes a significant part of the class grade (20%) and allows the students to complete their training under more realistic conditions (audience uncertainty & performance pressure) than in the class setting. Beyond this pedagogical purpose, the final speech project also allows us an intersubjective assessment of teaching efficiency in our classes.

There are three key parameters we can assess in the context of the final speech project (i.e. pairs of two students from different classes are speaking against each other in 3min speeches on topics they have received one week beforehand in front of an audience of 16-20 students with no more than two other students from the same class, graded by a panel of two or three public speaking instructors, which are usually unknown to the speaker): 1) Class grade vs final speech grade, 2) grading standards, and 3) student success.

1. **We collect all student grades pre-final speech (PFS) and compare them to the final speech (FS) grade.** This allows us to widen the assessment basis of student progress from the individual instructor to a panel of instructors and to monitor for discrepancies

in public speaking proficiency perception. Significant differences (positive or negative) between PFS and FS would be an indicator of teaching priorities and could immediately be addressed. So far, the PFS to FS differences have been small for all courses.

2. Each member of the grading panel assigns an individual grade to each speech. A full time public speaking instructor with three classes will thus grade an average of 108 final exam speeches (3 classes x 2 x 18 students). **We collect the grade average for all instructors and compare it to the grade average of the public speaking team.** This is one component that allows us to ensure that all speeches (in class and in the final speech project) are graded with the same standards by all instructors (the other component are frequent video grading adjustment trainings during our team meetings). For the Fall 2017 term the maximum difference of the final speech grade averages between the public speaking instructors was less than 0.6%.
3. Our richest intersubjective assessment indicator is **average student success**. The parameters we measure in our final speech project are: A) **FS grade of average student by instructor**, B) **total number of best-of-room students** (i.e. qualifiers for public speaking excellence competition) by instructor, C) **performance of students by instructors in public speaking excellence competition**. Parameter A evidently varies with external influences (class time, composition, etc.), and must be read against these aspects. It can nevertheless provide valuable indicators of an instructor's efficiency in the classroom. In conjunction with parameter B and C it offers valuable data that allow us to address instructors who might benefit from assistance (lower than average success) and to identify instructors who can share best practices with the rest of the team (higher than average success).

The above set of data are collected on an ongoing basis and continuously monitored. We are also collecting additional data on peer-perception to expert evaluation (student vote on performed cases in correlation to grade received), but we have not used them for evaluative purposes so far (these data are more vulnerable to external effects, such as case preference and side, that have not been isolated yet).

External Assessment

For the Spring 2018 assessment we will continue with the quantitative assessment above, but would also like to **involve the department faculty in an additional layer of feedback**. To that end, we are looking for volunteers to join some or all of our nine final speech panels during final exams week (Friday, Apr 20; Monday, Apr 23; Tuesday, Apr 24; Wednesday, Apr 25 (2x); Thursday, Apr 26 (2x); Friday, Apr 27) to give feedback on the final speech project (process and quality of speeches). We hope that this external feedback can enrich the current best practices we have collected in the public speaking team so far.

COMM 1112 – Public Speaking – 2017/18 Assessment Results

Introduction

The public speaking team at Northeastern University is continuously working on delivering the highest level of public speaking instruction and establishing a reliable and consistent inclusive learning environment for our students.

As part of this ongoing effort, we have developed a common syllabus for all public speaking classes, a library of speaking exercises and training videos, a set of grading standards and support materials, and we are using a common textbook. The public speaking team holds regular meetings and trainings, and closely coordinates their instruction. At the end of each semester our Final Speech Project takes students out of their classes for their final speeches and offers opportunities for exchange and teaching efficiency and style comparisons.

The 2017/2018 teaching efficiency evaluation assessment plan outlines a three-pronged approach to testing the quality of our instruction and its perception.

- 1) The **quantitative grading assessment and student success table** offers data about instructors grading habits, the grading variations within the team and the relative success of students of different instructors.
- 2) The **student questionnaire** offers quantitative and qualitative data about past public speaking students' perception of their classes.
- 3) The **2018 peer visit reports** offer insights into the functionality of the Final Speech Project provided by Communication Studies faculty members.

1. Quantitative grading assessment and student success table

As part of their public speaking experience, all students deliver their final speech in front of new audiences, new instructors and against an unknown opponent. The final speech constitutes a significant part of the class grade (20%) and allows the students to complete their training under more realistic conditions (audience uncertainty & performance pressure) than in the class setting. Beyond this pedagogical purpose, the final speech project also allows the public speaking team an intersubjective assessment of teaching efficiency in our classes.

There are four key parameters we assess in the context of the final speech project

(i.e. pairs of two students from different classes are speaking against each other in 3min speeches on topics they have received one week beforehand in front of an audience of 16-20 students with no more than two other students from the same class, graded by a panel of two or three public speaking instructors, which are usually unknown to the speaker): 1) Class grade vs final speech grade, 2) Class grade vs average grade, 3) grading standards, and 4) student success. [See Appendix A and Appendix B]

1.1 Average final grade deviations

This aspect measures the impact that the Final Speech Project (FSP) has on students' grades. Ideally the grading standards of the FSP-panels are comparable to the grades in class, yet some individual variety is to be expected and the overall FSP-grade is likely to be slightly lower, given final exam anxieties and the elevated expectations for the final task.

In the Fall Semester 2017 the average FSP grade for students was 85.95/100 and the average pre-FSP grade was 88.40/100. On average students thus had a 2.45% lower grade in the final speeches compared to previous grades. This variety reflects our expectation and gives no reason to chance the current status quo.

In the Spring Semester 2018 the average FSP grade for students was 85.42/100 and the average pre-FSP grade was 89.05/100. On average students thus had a 3.63% lower grade in the finals speeches compared to previous grades. This variety is equally within our plans.

1.2 Average class grade deviations

This aspect measures if pre-FSP grades across classes are comparable. Evidently some variety between classes is to be expected and desirable due to differences in class composition.

Fall 2017 saw a variety of +/- 1.9% of individual instructor's average grade compared to the team average (Instructor 1: +1.8%, Instructor 2: +1.1%, Instructor 3: -1.9%, Instructor 4: -0.5%). In Spring 2018 there was a variety of +/- 4.2% (Instructor 1: +2.9%, Instructor 2: -4.2%, Instructor 3: +0.9%, Instructor 4: +0.5%). One of these (-4.2%) is slightly higher than expected and we will continue to monitor any trends. That fact that the same instructors deviate positively or negatively in different semesters however shows that there are no consistent high or low graders in the team, and the overall results are very satisfactory, giving no reason for concern.

1.3 Final speech grade average

This aspect provides insight into the reliability of our grading standard and the quality of the team grading training. The related data set is independent of class composition and thus a more reliable indicator than the trends observed in 1.1 and 1.2.

In Fall 2017 the maximum deviation of an instructor's FSP average to the overall team average was 0.5%, meaning that the perceptions of students' final speeches across the instructors were on average very reliable. Similar results also hold true for individual grades. In Spring 2018 the maximum deviation was also slightly under half a percent, pointing towards very reliable grading standards across the team.

1.4 Student Success

The final aspect counts the number of students per instructor who finish the final project in the Top 20 and qualify of the Public Speaking Excellence Competition at Northeastern. This metric is evidently heavily influenced by class compositions, but it gives a valuable indicator for long term instructional success. Instructors who consistently produce a larger number of outstanding students are likely to be an important source of best practices for exercise interpretation and pedagogical approaches. In Fall 2015 Instructor 1 had four students in the Top 20, Instructor 2 had three, Instructor 3 nine and Instructor 4 four. In Spring 2018 Instructor 1 had one student in the Top 20, Instructor 2 four, Instructor 3 eleven and Instructor 4 four. What stands out in these data is the extraordinarily strong performance of Instructor 3's students (20/40 total over two semesters). If this trend continues it gives reason to closely inspect her teaching approaches and test if they are transferable to best practices of the entire team.

2. Student questionnaire

Questionnaires with a mix of quantitative and qualitative questions were sent out to students who have taken public speaking classes at Northeastern within the last five years. These questionnaires were divided into six main sections (class structure, ungraded exercises, graded speeches, final speech project, textbook, and use of video cameras in class). 132 students participated and submitted their completed questionnaires online. [See Appendix C]

The data collected, offer a valuable insight into students' perception of their learning and their satisfaction with the overall class. While some critical remarks are predictable (assignments too hard, grades too low, too much reading), most responses were useful in producing an overall picture of the class and can be summarized into a group of dominant themes for each open-

ended question. These themes together with anticipated or implemented responses are listed below.

2.1 Class Structure

Quantitative Assessment

Percentage of positive (4) or very positive (5) replies	1. Question: 80% 2. Question: 70%
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Qualificative Assessment – Dominant Themes

Student Response	Consequences
Requests for more impromptu speaking training	Additional exercise options are being developed [1]
Requests for more work on speech anxiety	Additional exercise options are being developed [1]
Requests for training in front of larger audiences	Time and space restraints do not currently permit this
Requests for a larger number of slide presentations, PowerPoint training, sales pitches and similar	Speech class options must be communicated clearer, especially regarding <i>Business and Professional Speaking</i> [2]
Requests for a stronger emphasis on storytelling	Speech class options must be communicated clearer, especially regarding <i>Storytelling</i> [2]
Requests for a stronger emphasis on voice and articulation training	Speech class options must be communicated clearer, especially regarding <i>Voice and Articulation</i> [2]
Requests for a stronger emphasis on argument construction and debating	Speech class options must be communicated clearer, especially regarding <i>Elements of Debate</i> [2]

Two main themes require responses in the future:

[1] We will need to continue to develop additional exercises to cover the full breath of student needs.

[2] We will need to develop additional materials that guide the students through their choices of communication skills classes at Northeastern. While the options and quality of these classes at the Communication Studies department is excellent, some students need more help to select the classes that best fit their interests and needs.

2.2 Practical Exercises

Quantitative Assessment

Percentage of positive (4)
or very positive (5) replies

1. Question: 61%
2. Question: 61%

Qualificative Assessment – Dominant Themes

Student Response

Consequences

Again, requests for more exercises against
speech anxiety

Additional exercise options are being
developed, see above [1]

Again, requests for more impromptu
speaking exercises

Additional exercise options are being
developed, see above [1]

Again, requests for more business and
professional speaking exercises

Speech class options must be communicated
clearer, especially regarding *Business and
Professional Speaking*, see above [2]

Again, requests for more debating exercises

Speech class options must be communicated
clearer, especially regarding *Elements of
Debate*, see above [2]

Requests to give room for training and
rehearsing graded speeches in class

Implementing this in class would raise the
passive-quota in class above our training
target

No new main themes arose in this section. See [1] and [2] above.

2.3 Graded Speech Assignments

Quantitative Assessment

Percentage of positive (4) or very positive (5) replies	1. Question: 77%
	2. Question: 67%
	3. Question: 75%

Qualificative Assessment – Dominant Themes

Student Response	Consequences
A sizeable number of students requested no changes at all	No response necessary
An additional large group of speeches requested to add or subtract one speech	On average, no response necessary
Requests to give students more control over topics and more room for creativity	Some assignments do not permit this, but in others we need to communicate students their options more clearly [3]
Some complaints about unfair grading	We are continuously working on grading training and monitoring results; so far, all indicators seem positive (see above, section 1 of this report)

[3] One additional theme is repeatedly mentioned in this question, namely students’ interest in more creative input for their choice of speech topics. In some of these (e.g. declamation speeches and final speeches) the setting does not permit this, but in the first three speeches students have a large amount of freedom to choose their topics. In some case this freedom and students’ options might need to be communicated more clearly.

2.4 Final Speech Project

Quantitative Assessment

Percentage of positive (4)
or very positive (5) replies

1. Question: 74%
2. Question: 68%

Qualificative Assessment – Dominant Themes

Student Response

Consequences

A sizeable number of students requested no changes at all

No response necessary

Requests for more information earlier in the class

Additional materials have been developed and are now available to all students earlier in their semester [4]

Requests to make the final speech project less challenging (announce sides, opponents, permit manuscripts etc.)

We believe Northeastern University students should be challenged and we aim at offering a rigorous and realistic training for their future careers (i.e. not changes planned)

Some complaints that the FSP disregards personal improvement of speakers in favor of an absolute grading standard

No changes planned [5]

[4] Since the first implementation of the Final Speech Project many initial and recurring questions have been resolved. Incoming students now have access to a task over view sheet, the grading sheet, grading standards, an FSP-philosophy and an extensive FAQ.

[5] We believe that for their final speech all students should be judged on the same absolute scale independent on their starting points earlier in the semester, as this is the way their next professional audience will perceive them. The FSP is designed as a segue from the classroom to the “real world” and models as many realistic aspects as possible. We will add a clarification of this aspect to the FSP materials.

2.5 Textbook

Quantitative Assessment

Percentage of positive (4)
or very positive (5) replies

1. Question: 21%

Qualificative Assessment – Dominant Themes

Student Response

Frequent calls against textbooks in general
and this textbook in particular

Some complaints about outdated elements
of content or style of textbook

Some praises of the concise style and useful
insights of the textbook

Consequences

We have already adopted a different
textbook and will work on a customized
solution in the near future [6]

See above [6]

This was the reason for adopting this
textbook, but it does not seem to outweigh
its perceived disadvantages

[6] For the past five years the public speaking classes used one of the earliest modern public speaking textbooks, Carnegie's 1915 *The Art of Public Speaking*. While its frankness, insightfulness and conciseness are great advantages (and students appreciate that it is free), language and examples are dated, and some students criticized non-inclusive wording and messages. We have shifted to a contemporary public speaking textbook (Gunn's 2017 *Speech Craft*) as of Fall 2018 and looking into options of creating a customized text in the future.

2.6 Use of Video Cameras

Quantitative Assessment

Percentage of positive (4)
or very positive (5) replies

1. Question: 60%

2. Question: 66%

Qualificative Assessment – Dominant Themes

Student Response	Consequences
The use and quality of video recordings was generally positively noted	No response necessary
Some students noted clear preferences for using phones in class for recording instead of video cameras with personal SD-cards	No changes planned, but the reasons for using SD cards and cameras might need to be communicated more clearly [7]

[7] In some cases opposition against buying SD-cards for use in cameras was very vocal. This opposition misses some of the central reasons for the status quo: a) Cameras provide better quality and reliability, b) there are strong pedagogical reasons for a strict ban of phones in class, c) the recordings are also used for additional feedback in office hours which require displaying the speeches on larger screens, d) the recordings are also required for grade challenges. Of these c) and d) are decisive, but all four reasons can be communicated better. We will develop a written memo for all students about the use of video cameras in class.

3. Peer visitor reports on final speech project

For the Spring 2018 Final Speech Project we invited one Communication Studies faculty member to each section. These faculty members were professors that are normally not involved with public speaking and their presence was in addition to the board of public speaking instructors who lead and grade the FPS segments.

The following themes were raised by the peer visitors:

3.1 Peer Visitor 1

PV1 advised to communicate tasks and process of the FSP clearer to avoid confusion on site. (see above [4]). She also suggested to use a uniform way of timekeeping [8], praised the gradings materials and proposed to provide faculty models of the final speeches. [9]

3.2 Peer Visitor 2

PV2 praised the overall process and the support materials provided for faculty. She suggested to make more of them available to students also. [10]

3.3 Peer Visitor 3

PV3 also praised the overall process and expressed respect for the preparation of the students. She criticized the customary clapping after each speech as unnecessary [11] and recommends to implement a stronger emphasis on training the students in the importance of research, the functioning of arguments and the structure of speeches. [12] She also provided detailed feedback on individual speeches.

3.4 Peer Visitor 4

PV4 provided detailed feedback on students with many praises for speech organization, research and argument skills.

3.5 Peer Visitor 5

PV5 offered very strong praise for the organization of the FSP and the public speaking team. She recommends more intense training about evaluation of evidence for students [12] and suggests adding an additional teaching assistant or faculty to the board of instructors of each section in order to streamline the organization and take pressure off grading faculty. [13]

3.6 Peer Visitor 6

PV6 noticed the encouraging atmosphere and supportive faculty leaders, as well as the good comradery between students. She also appreciated the student volunteering for time keeping and videotaping as supportive for class engagement. [8, 13] She considers the setup of the FSP including the need to prepare both sides as well designed, but believes some students need better training addressing complex propositions. [12] Finally, PV6 recommends encouraging a more formal dress code for the FSP. [14]

3.7 Peer Visitor 7

PV7 provided very positive feedback for the overall project. She suggests shifting some of the organizational components (such as vote count) from volunteers towards instructors to streamline the process. [13] Finally, she criticizes that the voting process favors the negative side in a debate, since many of the topics appear to have more popular assent on the affirmative side. [15]

3.8 Consequences from the points raised by the peer visitors

[8] We will consider producing a set of uniform time keeping cards for all sections.

[9] Having faculty give a life example of the final speeches to students is an excellent idea, but its implementation will depend on finding faculty volunteers who have a strong trust in their own public speaking ability and the willingness to spend some additional time. We will reach out to potential volunteers.

[10] We will translate the internal grading standards for faculty into another document for student use.

[11] While the clapping uses additional time in a tight schedule, it seems important to maintain a supportive atmosphere. No plans to change this aspect.

[12] We are continuously working on optimizing the content and best emphasis of the public speaking curriculum. Speech structure, research, argumentation, use of media, interaction, and delivery are all very important aspects, but emphasizing one more usually means reducing the attention to another. We continue to work on finding the ideal balance.

[13] Adding a TA for timekeeping, roster calls and general organization purposes would be very helpful. We will evaluate the financial and organizational feasibility.

[14] We will include a memo on a suggested dress code on the FSP task sheet and FAQ.

[15] We will continue to structure the final speech propositions as balanced as possible. Existing voting preferences among the audience have no effect on grading results or other outcomes.

4. Conclusion

As a result of the three-pronged public speaking evaluation we have a list of 15 action items for improvement or consideration, two of which have already been implemented. The remaining items will be at the center of the Fall 2018 revision of the public speaking curriculum and existing support materials.

Grading standards – Final speech

Public Speaking at Northeastern - Spring 2018

Your final exams speech is the place in which your public speaking training of the semester culminates. Show us what you have learned and present a well-researched, eloquent, argumentatively strong and persuasive speech. Your speech will be graded on five aspects. Below is an outline of what it takes to excel in each of these categories. An A-level speech will show excellence in the majority of these categories and few weaknesses in the others.

A) Delivery & Aplomb

The following are strong indicators of speaking with excellence in this category:

- 1) Calm and confident stance during the complete speech.
- 2) Appropriate gestures and appropriate facial expressions that support the content and spirit of your speech.
- 3) Good and consistent eye contact with the audience (i.e. always keep your eyes off the ceiling and floor).
- 4) Energetic voice and vocal variety.
- 5) Productive use of intentional pauses.
- 6) Good and consistent flow of the speech.

B) Persuasive Use of Language

The following are strong indicators of speaking with excellence in this category:

- 1) Precise wording and terminology.
- 2) An oral style of language that avoids traces of written composition and memorization.
- 3) Positive framing that is in favour of your own side (i.e. persuasive power vocabulary / charismatic terms).
- 5) Include meaningful transitions.

C) Strategy, Anticipation & Adaptation

The following are strong indicators of speaking with excellence in this category:

For pro-speakers: Anticipate the right points and include useful rebuttals.

For con: Adapts to pro's points and address important arguments that the pro-side has brought up.

For both: 1) Choose the strongest points to emphasize. 2) Keep in mind and show in your speech that these are not two unconnected monologues, but that you are engaging with the other side.

D) Structure & Argumentative Strength

The following are strong indicators of speaking with excellence in this category:

- 1) Start with a meaningful and grammatically correct first sentence (i.e., never start on "So", "Well" or similar fillers).
- 2) End with a memorable and grammatically correct last sentence (i.e. do not end on a "Well, thanks, that's it" or similar).
- 3) Show an (implicit or explicit) structure that allows your audience at all times to understand the relevance of each section for your overall claim.
- 4) Make sure that each part of your speech is useful, consistent, and clear.

E) Preciseness and Depth of Knowledge

The following are strong indicators of speaking with excellence in this category:

- 1) Make sure to double-check all of your facts with reliable resources.
- 2) Explain all specialized knowledge with clarity and preciseness.
- 3) Give clear and precise (non-formal) reference whenever appropriate.
- 4) Research beyond the boundaries of the points you are planning to include in order to be ready to adapt.

Timing

An excellent speech will furthermore stay within the time limits (3:00min) of the final speech. Speeches below 2:50 min or longer than 3:10min will lose 1% of the grade per started 10sec.

Grading sheet – Final speech

Public Speaking at Northeastern – Fall 2018

No.: _____ Name: _____ Date: _____ Grader.: _____

1) Delivery & Aplomb

Fail D- D C- C B- B A- A A+

2) Persuasive Use of Language

Fail D- D C- C B- B A- A A+

3) Strategy, Anticipation & Adaptation

Fail D- D C- C B- B A- A A+

4) Structure & Argumentative Strength

Fail D- D C- C B- B A- A A+

5) Preciseness and Depth of Knowledge

Fail D- D C- C B- B A- A A+

50% 60% 65% 70% 75% 80% 85% 90% 95% 100%

Malus (1% per 10sec., starting 2:50 / 3:10)

Timing:

Grade:

Points:

Student Last Name	First Name	Instructor	Case	Assigned	Grade (pre)	PSD	Instructor 1	Instructor 2	Instructor 3	Instructor 4	Result Final	Difference
		I1-1	1 .pro	I1	87			84		84	84	-3
		I1-1	7 .pro	J2	93	91					92.5	-0.5
		I1-1	4 con	F2	84			81		94	80.5	-3.5
		I1-1	5 con	F1	91		86				86	-5
		I1-1	4 con	J2	88	86					82	-4
		I1-1	5 .pro	G	95					82	80	-14
		I1-1	6 .pro	J1	90			83			84	-6.5
		I1-1	7 con	I1	79			84			80	3
		I1-1	9 con	F2	84			79			79	-5
		I1-1	4 con	I2	93	91				92		-1.5
		I1-1	9 con	I2	85	64				63		-21.5
		I1-1	8 .pro	K	85					83	83	-2
		I1-1	2 con	H	88					83	86	-3.5
		I1-1	1 .pro	G	88					79	83	-7
		I1-1	1 .pro	J1	95			85			90	-7.5
		I1-1	2 con	I2	94	87					89	-6
		I1-1	7 .pro	G	89					85	81	-6
		I1-1	2 .pro	F1	87		80				80	-7
		I1-1	8 con	H	86					82	79	-5.5
		I1-2	3 .pro	J1	93			91			87	-4
		I1-2	1 .pro	F1	89		84				85	-4.5
		I1-2	2 con	J1	89					83	82	-6.5
		I1-2	7 .pro	F1	86		91				93	6
		I1-2	8 .pro	I1	91					84	86	-6
		I1-2	3 .pro	G	85					82	79	-4.5
		I1-2	9 con	I1	93			95			92	0.5
		I1-2	1 .pro	H	86					77	72	-11.5
		I1-2	7 con	J2	89	82					83	-6.5
		I1-2	1 con	K	86					81	80	-5.5
		I1-2	9 .pro	J2	87	90					88	2
		I1-2	7 .pro	H	81					81	85	2
		I1-2	3 .pro	F2	86			90			85	1.5
		I1-2	1 con	F2	88					84	83	-4.5
		I1-2	3 con	K	76					69	69	-7
		I1-2	4 .pro	G	93						83	-10.5
		I1-2	2 con	G	94						88	-8.5
		I1-2	4 .pro	I2	94	97					94	1.5
		I1-2	5 .pro	I2	89	77					74	-13.5
		I2-1	8 .pro	J2	90	90					86	-2
		I2-1	1 con	I1	92					95	97	4
		I2-1	5 .pro	F2	95					96	94	0
		I2-1	6 con	K	95						85	-8
		I2-1	7 con	I2	85	93					89	6
		I2-1	4 con	G	86						94	6
		I2-1	2 con	J2	94	96					93	0.5

I2-1	6 con	G	94			80	76	78	-16
I2-1	3 .pro	H	85			80	84	82	-3
I2-1	8 con	J1	86		82		79	80.5	-5.5
I2-1	9 .pro	F1	91		86	89		87.5	-3.5
I2-1	7 con	F1	61		82	81		81.5	20.5
I2-1	5 con	H	94			88	86	87	-7
I2-1	8 con	K	93			89	94	91.5	-1.5
I2-1	9 .pro	H	79			82	79	80.5	1.5
I2-1	4 .pro	H	80			82	80	81	1
I2-1	9 con	J1	92				88	87.5	-4.5
I2-2	4 .pro	I1	93			87	86	87	-6
I3-1	3 .pro	F1	93		84		83	83.5	-9.5
I3-1	2 .pro	G	99				95	92	-5.5
I3-1	4 .pro	J1	83			75		76	-7.5
I3-1	8 .pro	H	98				94	96	-3
I3-1	9 .pro	G	89				81	77	-10
I3-1	8 .pro	J1	86			80		83	-4.5
I3-1	3 con	J2	85	90				86	3
I3-1	4 .pro	J2	97	90			90	90	-7
I3-1	7 .pro	I1	98			88		87	-10.5
I3-1	9 .pro	F2	83			83		86	1.5
I3-1	9 con	K	85				88	84	1
I3-1	8 con	F1	99		94		98	96	-3
I3-1	5 con	K	86				95	91	7
I3-1	3 con	H	80				84	87	5.5
I3-1	6 .pro	I1	97			87		86	-10.5
I3-1	8 con	F2	87			84		85	-2.5
I3-1	2 .pro	I2	86	86			81	83.5	-2.5
I3-1	7 .pro	I2	98	92			88	90	-8
I3-2	4 .pro	K	97				93	93	-4
I3-2	5 .pro	F1	89		87		91	89	0
I3-2	5 .pro	J1	97			89		94	-5.5
I3-2	7 .pro	J1	97			88		86	-10
I3-2	1 con	G	93				83	88	-7.5
I3-2	6 con	F2	97			86		88	-10
I3-2	3 .pro	I2	96	95			89	92	-4
I3-2	1 con	I2	86	89			89	89	3
I3-2	2 con	F2	89			85		91	-1
I3-2	9 .pro	I1	93			83		82	-10.5
I3-2	2 .pro	I1	96			92		94	-3
I3-2	6 con	J2	97	91			92	91.5	-5.5
I3-2	9 con	J2	81	88			88	88	7
I3-2	9 .pro	K	92				91	93	0
I3-2	1 .pro	K	90				92	87	-0.5
I3-2	4 .pro	F1	91		86		83	84.5	-6.5
I3-3	8 .pro	F2	78			79		81	2

I3-3	3 con	F1	90		91		92		91.5	1.5
I3-3	6 .pro	J2	94	92			92		92	-2
I3-3	4 con	K	66				80	81	80.5	14.5
I3-3	3 con	G	90				81	82	81.5	-8.5
I3-3	7 con	K	80				88	85	86.5	6.5
I3-3	4 con	H	94				90	93	91.5	-2.5
I3-3	2 con	F1	78		89		89		89	11
I3-3	5 con	J2	90	87			89		88	-2
I3-3	5 con	I1	79			84		84	84	5
I3-3	4 con	I1	84			83		82	82.5	-1.5
I3-3	3 con	J1	89			88		85	86.5	-2.5
I3-3	9 .pro	I2	98	89			94		91.5	-6.5
I3-3	5 con	I2	97	89			88		88.5	-8.5
I3-3	4 .pro	F2	95			88		86	87	-8
I3-3	5 con	J1	86			82		84	83	-3
I4-1	8 .pro	G	96.8				92	92	92	-4.8
I4-1	5 .pro	J2	91.8	91			86		88.5	-3.3
I4-1	9 con	H	94.6				94	94	94	-0.6
I4-1	6 .pro	H	98.1				87	93	90	-8.1
I4-1	7 .pro	K	95.3				88	90	89	-6.3
I4-1	4 con	J1	55.8				82	83	82.5	26.7
I4-1	6 .pro	F1	85.6		80		78		79	-6.6
I4-1	6 .pro	I2	85.2	85			80		82.5	-2.7
I4-1	5 .pro	K	88.7				74	77	75.5	-13.2
I4-1	7 con	H	96.6				94	92	93	-3.6
I4-1	3 .pro	I1	94.6			89		90	89.5	-5.1
I4-1	8 .pro	I2	87.8	83			85		84	-3.8
I4-1	1 con	J2	83.2	87			88		87.5	4.3
I4-1	7 .pro	F2	93.5			91		88	89.5	-4
I4-1	7 con	G	90.6				88	88	88	-2.6
I4-1	5 con	F2	83.6			84		85	84.5	0.9
I4-1	9 con	F1	83.8		85		80		82.5	-1.3
I4-1	8 con	I1	77.5			70		70	70	-7.5
I4-2	8 con	I2	88	84			83		83.5	-4.5
I4-2	9 .pro	J1	89.5			90		91	90.5	1
I4-2	3 con	F2	94.5			89		85	87	-7.5
I4-2	1 .pro	I2	92.8	87			84		85.5	-7.3
I4-2	3 .pro	J2	90.2	92			91		91.5	1.3
I4-2	6 con	I1	80			84		84	84	4
I4-2	6 .pro	G	92.3				90	88	89	-3.3
I4-2	6 con	J1	91.7			86		85	85.5	-6.2
I4-2	8 con	G	75.7				84	83	83.5	7.8
I4-2	2 .pro	J2	95.7	96			92		94	-1.7
I4-2	3 .pro	K	89				88	93	90.5	1.5
I4-2	7 con	F2	92.2			86		87	86.5	-5.7
I4-2	2 .pro	H	95				91	92	91.5	-3.5

I4-2	8 .pro	F1	94.2		92		94		93	-1.2
I4-2	4 con	F1	84.6		87		84		85.5	0.9
I4-2	2 .pro	K	78.3				80	79	79.5	1.2
I4-2	5 .pro	I1	89.8			87		89	88	-1.8
I4-3	3 con	I1	79.1			83		86	84.5	5.4
I4-3	1 con	H	83.1				83	81	82	-1.1
I4-3	1 .pro	F2	91.2			86		89	87.5	-3.7
I4-3	8 con	J2	73.5	83			82		82.5	9
I4-3	1 .pro	J2	94.2	87			81		84	-10.2
I4-3	7 con	J1	86.2			87		83	85	-1.2
I4-3	6 con	H	88.6				85	89	87	-1.6
I4-3	6 con	F1	73.5		78		78		78	4.5
I4-3	2 con	I1	85.6			88		91	89.5	3.9
I4-3	6 .pro	F2	89.8			83		85	84	-5.8
I4-3	5 pro	H	88.3				87	85	86	-2.3
I4-3	6 .pro	K	94				85	89	87	-7
I4-3	2 .pro	J1	80.2			82		83	82.5	2.3
I4-3	2 con	K	83.2				81	84	82.5	-0.7
I4-3	3 con	I2	66.8	93			90		91.5	24.7
I4-3	5 con	G	84.6				80	77	78.5	-6.1
I4-3	6 con	I2	94.5	88			87		87.5	-7
I4-3	9 con	G	84.1				90	88	89	4.9
			88.4031447	88.2777778	86	85.4509804	85.9166667	85.4245283	85.94968553	-2.4534591

	Av. Pre	Result	Diff.	Top20
Instructor 1	90.0842105	87.8684211	-2.2157895	4
Instructor 2	89.7647059	86.7058824	-3.0588235	3
Instructor 3	86.678	85.68	-0.998	9
Instructor 4	88.2264151	84.5754717	-3.6509434	4

Student Last Name	First Name	Instructor	Case	Assigned	Grade (pre)	Instructor 1	Instructor 2	Instructor 3	Instructor 4	Result Final	Difference
		I1-1	7	H1	91			85	87	86	-5
		I1-1	3	I1	90		87	82		84.5	-5.5
		I1-1	6	G2	90		85		89	87	-3
		I1-1	7	I2	92	92			91	91.5	-0.5
		I1-1	1	F2	94	92			86	89	-5
		I1-1	6	I1	90		88	86		87	-3
		I1-1	4	K1	87			81	81	81	-6
		I1-1	3	J1	92			82	83	82.5	-9.5
		I1-1	1	I2	93	84			80	82	-11
		I1-1	1	K1	84			88	85	86.5	2.5
		I1-1	2	F2	88	84			84	84	-4
		I1-1	6	J1	93			84	88	86	-7
		I1-1	1	F1	90		83	84		83.5	-6.5
		I1-1	8	F1	91		87	84		85.5	-5.5
		I1-1	5	F2	89	83			84	83.5	-5.5
		I1-1	1	G2	91		88		85	86.5	-4.5
		I1-1	7	G1	92	85		83		84	-8
		I1-1	1	H1	87			81	84	82.5	-4.5
		I1-1	4	F2	90	82			81	81.5	-8.5
		I1-2	8	J1	91			80	76	78	-13
		I1-2	8	I2	85	90			88	89	4
		I1-2	4	G1	93	90		86		88	-5
		I1-2	4	I1	90		84	85		84.5	-5.5
		I1-2	5	G1	93	82		83		82.5	-10.5
		I1-2	8	F1	89		89	90		89.5	0.5
		I1-2	4	G2	94		92		91	91.5	-2.5
		I1-2	7	J1	93			84	85	84.5	-8.5
		I1-2	5	H1	91			83	84	83.5	-7.5
		I1-2	2	I2	89	81			81	81	-8
		I1-2	3	F1	94		90	91		90.5	-3.5
		I1-2	8	K1	95			94	93	93.5	-1.5
		I1-2	8	I1	87		85	87		86	-1
		I1-2	9	K1	89			87	88	87.5	-1.5
		I1-2	3	H1	90			89	88	88.5	-1.5
		I2-1	4	I2	73	84			84	84	11
		I2-1	3	H1	73			78	80	79	6
		I2-1	2	K1	92			91	88	89.5	-2.5
		I2-1	2	G1	94	93		93		93	-1
		I2-1	5	G2	80		92		90	91	11
		I2-1	4	F1	92		93	93		93	1
		I2-1	1	F1	76		85	86		85.5	9.5
		I2-1	7	H1	88			87	85	86	-2
		I2-1	9	I2	90	80			80	80	-10
		I2-1	4	I1	88		94	91		92.5	4.5

I2-1	1	J1	95			92	88	90	-5
I2-1	2	J1	88			85	86	85.5	-2.5
I2-1	6	F1	94		95	98		96.5	2.5
I2-1	4	K1	81			83	82	82.5	1.5
I2-2	10	K1	70			77	78	77.5	7.5
I3-1	3	G2	79		77		79	78	-1
I3-1	9	F1	96		93	92		92.5	-3.5
I3-1	2	F1	93		86	91		88.5	-4.5
I3-1	6	G1	86	93		85		89	3
I3-1	8	G1	94	94		94		94	0
I3-1	9	I1	83		87	87		87	4
I3-1	8	G1	91	88		88		88	-3
I3-1	4	H1	93			87	86	86.5	-6.5
I3-1	9	H1	84			88	91	89.5	5.5
I3-1	6	K1	76			86	86	86	10
I3-1	5	I2	87	80			83	81.5	-5.5
I3-1	9	J1	86			84	85	84.5	-1.5
I3-1	7	I1	66			86	89	87.5	21.5
I3-1	6	J1	93			84	86	85	-8
I3-1	5	K1	90			88	87	87.5	-2.5
I3-2	7	F1	84		86	86		86	2
I3-2	8	H1	82			77	78	77.5	-4.5
I3-2	2	I1	80		85	80		82.5	2.5
I3-2	9	K1	78			82	83	82.5	4.5
I3-2	1	J1	89			87	86	86.5	-2.5
I3-2	6	I2	98	90			93	91.5	-6.5
I3-2	2	I2	93	78			78	78	-15
I3-2	6	H1	89			88	89	88.5	-0.5
I3-2	2	J1	95			86	82	84	-11
I3-2	8	K1	94			93	90	91.5	-2.5
I3-2	8	I1	91		85	90		87.5	-3.5
I3-3	2	F2	98	93			90	91.5	-6.5
I3-3	4	F2	89	83			87	85	-4
I3-3	4	G1	95	95		94		94.5	-0.5
I3-3	7	G2	97		98		95	96.5	-0.5
I3-3	1	K1	86			83	81	82	-4
I3-3	3	I2	91	88			89	88.5	-2.5
I3-3	4	H1	93			90	89	89.5	-3.5
I3-3	4	J1	96			92	91	91.5	-4.5
I3-3	7	F2	92	83			85	84	-8
I3-3	2	G1	100	95		96		95.5	-4.5
I3-3	6	I1	98		93	94		93.5	-4.5
I3-3	5	H1	96			93	92	92.5	-3.5
I3-3	9	F1	95		77	82		79.5	-15.5
I3-3	5	F1	83		85	85		85	2

I3-3	8	J1	97			90	90	90	-7
I3-3	7	K1	88			86	86	86	-2
I3-3	4	I2	90	88			91	89.5	-0.5
I3-3	2	I1	91		90	86		88	-3
I3-3	3	G2	82		85		85	85	3
I3-4	3	G1	85	81		80		80.5	-4.5
I4-1	7	J1	76			78	80	79	3
I4-1	1	I1	86		94	90		92	6
I4-1	7	F2	89	92			90	91	2
I4-1	5	G1	95	89		89		89	-6
I4-1	1	G1	88	86		84		85	-3
I4-1	1	I2	86	84			84	84	-2
I4-1	7	G2	91		89		88	88.5	-2.5
I4-1	8	H1	89			88	91	89.5	0.5
I4-1	7	K1	89			88	84	86	-3
I4-1	3	F2	92	94			95	94.5	2.5
I4-1	6	F2	87	91			90	90.5	3.5
I4-1	2	K1	95			87	90	88.5	-6.5
I4-1	5	J1	88			82	85	83.5	-4.5
I4-1	5	G2	88		81		79	80	-8
I4-1	3	I1	94		85	90		87.5	-6.5
I4-1	3	I2	92	85			83	84	-8
I4-1	2	F1	92		80	83		81.5	-10.5
I4-1	9	H1	83			80	83	81.5	-1.5
I4-1	4	F1	88		78	80		79	-9
I4-2	1	G1	58	81		82		81.5	23.5
I4-2	6	G2	92		92		90	91	-1
I4-2	4	G2	91		89		90	89.5	-1.5
I4-2	6	K1	94			88	90	89	-5
I4-2	6	H1	95			93	96	94.5	-0.5
I4-2	7	I1	93		89	88		88.5	-4.5
I4-2	3	K1	89			79	79	79	-10
I4-2	3	J1	87			82	82	82	-5
I4-2	6	G1	89	93		88		90.5	1.5
I4-2	5	I2	91	84			85	84.5	-6.5
I4-2	5	F1	95		95	96		95.5	0.5
I4-2	1	F2	86	89			90	89.5	3.5
I4-2	9	J1	85			84	85	84.5	-0.5
I4-2	2	H1	92			88	90	89	-3
I4-2	5	I1	93		82	85		83.5	-9.5
I4-2	3	F1	94		86	85		85.5	-8.5
I4-2	6	I2	94	86			86	86	-8
I4-3	2	H1	94			89	92	90.5	-3.5
I4-3	7	F1	85		83	83		83	-2
I4-3	3	G1	84	88		88		88	4

I4-3	1	I1	84		83	85		84	0
I4-3	2	G2	91		88		91	89.5	-1.5
I4-3	5	F2	84	78			78	78	-6
I4-3	5	K1	91			87	90	88.5	-2.5
I4-3	5	J1	95			85	86	85.5	-9.5
I4-3	7	G1	84	84		84		84	0
I4-3	7	I2	88	83			83	83	-5
I4-3	1	H1	93			89	93	91	-2
I4-3	5	I1	84		81	81		81	-3
I4-3	6	F1	94		90	93		91.5	-2.5
I4-3	3	F2	92	75			75	75	-17
I4-3	8	G2	85		85		84	84.5	-0.5
I4-3	8	I2	91	85			85	85	-6
I4-3	4	J1	92			86	87	86.5	-5.5
I4-3	6	F2	88	86			86	86	-2
			89.0469799	86.4680851	87.106383	86.4761905	86.0606061	86.4362416	-2.6107383

	Av. Pre	Result	Diff.	# Top20
Instructor 1	91.2352941	87.8529412	-3.3823529	1
Instructor 2	84.1333333	85.2	1.06666667	4
Instructor 3	89.2391304	85.9673913	-3.2717391	11
Instructor 4	88.8703704	86.287037	-2.5833333	4
	88.3695321	86.3268424		

Report: Student Assessment of COMM 1112

The following report includes the results from the student assessment of course COMM 1112 Public Speaking survey. The survey, which was emailed via the Major Mail distribution list to 704 students, garnered 132 responses. The survey included 6 sections, each of which addressed various components of the course, and included both Likert-scale and open response questions.

The results of this survey are sectioned as follows:

1. Survey Instructions
2. Structure
3. Practical Exercises
4. Speeches
5. Final Speech Project
6. Textbook
7. Media

1. Survey Instructions

Student Assessment of COMM 1112 - Public Speaking

As part of the department's five-year assessment plan, the Communication Studies faculty is reviewing COMM 1112 – Public Speaking. The results of this assessment, which includes this survey and class visits, will be used to strengthen our curriculum.

Please answer all of the questions. This survey involves the structure, exercises, speeches, textbook, and media used in this class.

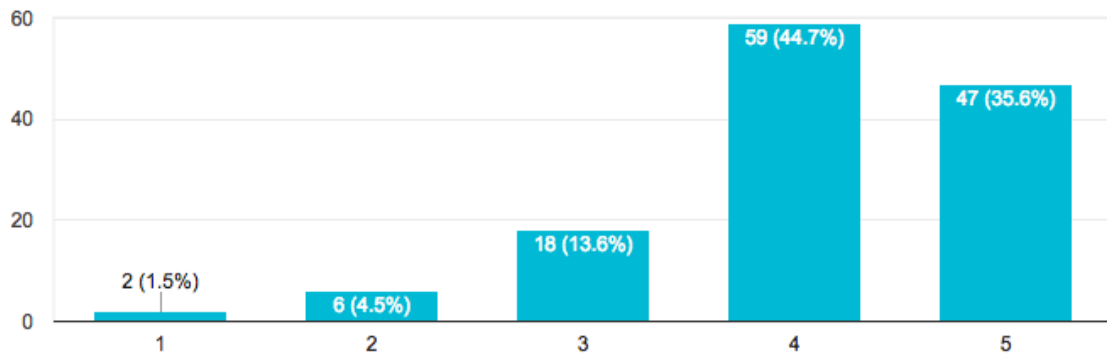
NOTE: The questions are different from the TRACE evaluations in that they do not ask you to comment on your professor. Use this survey to offer feedback on the class. Please use the TRACE evaluations to offer feedback on the way in which your class was taught.

On a scale of 1 (strongly disagree) to 5 (strongly agree), what is your opinion on the following statements? If you have additional comments, please reply to the open ended question at the end of each section.

2. Structure

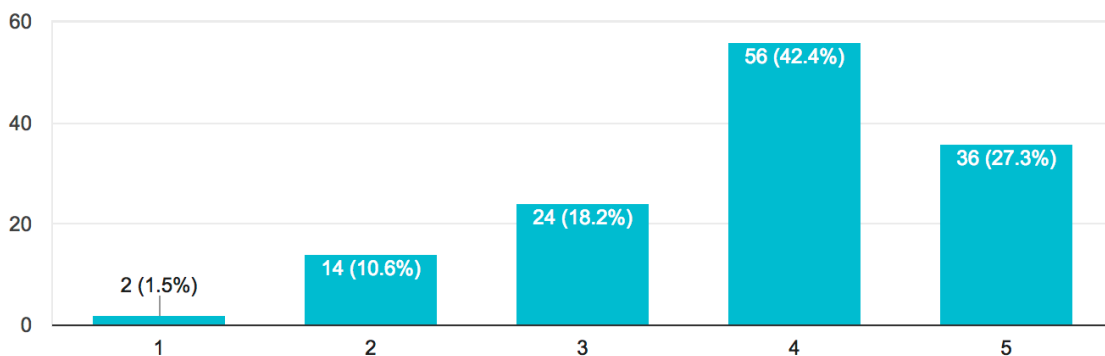
My public speaking class taught me skills I am likely to need in my work life.

132 responses



My public speaking class prepared me to make appropriate communication choices for specific audiences.

132 responses



Which aspects of public speaking should be added or emphasized more in this class?

1. Debate (2)
2. Artistic development of prose and structure
3. audiences
4. Techniques for practicing
5. Small class exercizes
6. A larger audience

7. How to lead a meeting at a company
8. Relaxation and reality. In the real world, you are not likely going to have to be within ten seconds of a time limit without a timer and you are not being judged for every "um" or "uh". This class scared me more than helped me.
9. Persuasion depending on context
10. Techniques should be practiced
11. More professional types of speeches added to the curriculum
12. More impromptu speeches
13. Assigning speeches that cover a variety of topics (research assignments, etc).
14. More focus on public speaking practical activities than reading a textbook
15. Being comfortable in front of crowds
16. Less formal versions of public speaking. I took Communication and Storytelling and found it to be infinitely more application in everyday life. The only area where public speaking is relevant is when formally speaking to an audience, and even then the class is directed at getting practice with a small audience than anything else.
17. anxiety management
18. Work presentations or pitches rather than just debating / persuasion skills
19. Extemporaneous speaking
20. Communicating in the workplace.
21. I think there should be more of an emphasis on presentation speaking. This is the type of public speaking people do the most so doing more research and presenting public speaking on that would be helpful.
22. Explaining a proposal, more presentation skills.
23. There should be a greater emphasis on impromptu speeches, as they're common in the "real world"
24. public speaking with a business slant
25. speaking in front of larger audiences
26. How to give an effective speech in 3 minutes or less
27. Public speaking in a professional/business setting
28. Body language, avoiding fillers, etc.
29. Techniques to manage nerves
30. Allow students more freedom in choosing topics and allow more opportunities to play with media use and presentation-style public speaking as opposed to the debate-style which is less applicable to this major/real life
31. use of media presentations/objects
32. Professional Presentation, Elevator Pitch
33. More emphasis on persuasive speaking
34. I would have appreciated having another speech that included the use of a powerpoint or media.
35. none
36. There should be an emphasis on methods of remaining calm and confident on stage.
37. I wish there were more everyday, on the spot opportunities, as this is by-far the most common type of public speaking I've been required to do in the work place.
38. as it is
39. 😊
40. There should be more group projects/assignments/in class activities to help students make connections with their classmates and help students be more comfortable with their peers.
41. more in prompt to speech exercises (ex: given a topic and have 5 minutes to formulate your ideas/speech)

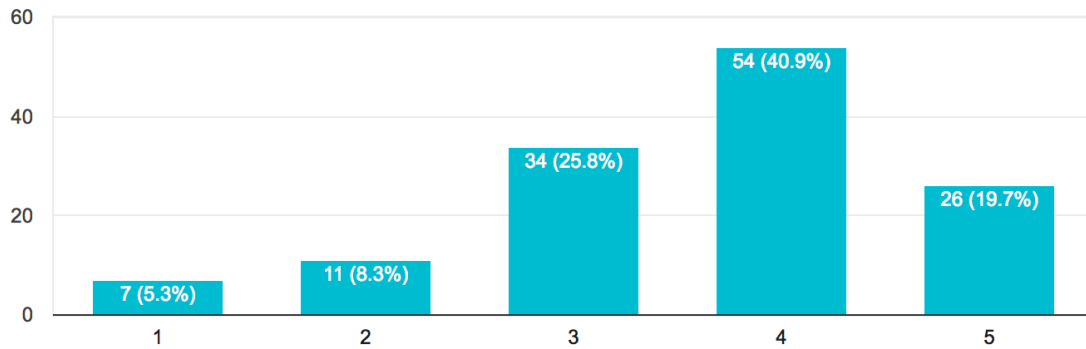
42. Public Speaking should be a little more flexible than how it was this semester. This course should allow for more expression that would allow the students to enjoy and explore public speaking as opposed to the rigid structure in which it is taught.
43. Actual techniques for things to do during the speech. Stuff like how to fill time if you run out of things to say, rhetorical devices, and more FOCUS on specific speaking techniques like emphasis
44. I think allowing for more creativity. The speeches seemed very structured and less useful for say a presentation
45. I understand the point of having no manuscripts, but I think it would be beneficial to this class to add in one speech that you do write and then present. Realistically every speech you give will not be without any sort of manuscript/ notes, so this class should include that too
46. I believe that Public Speaking should focus on topics that the students want to speak about. Instead of randomly assigning students with topics for final speech preparation, I believe that the students should be free to speak whatever they want (under some circumstances). This will allow the students to be more passionate, interested, and motivated for Public Speaking.
47. How to form your argument or organize your outline
48. More unprepared speeches in class, maybe where we are given a scenario and have to come up with something on the spot.
49. More real-world speaking (pitches, presentations, etc.)
50. More practice speeches prior to graded assessments to give students more stage time
51. More emphasis on individual aspects of public speaking and vocal dynamics: tone, pitch, inflection
52. Impromptu speeches - learn how to speak in the moment not after preparing for a week because this is the most useful in life (I feel)
53. How to present idea/business plan
54. Discussion on what forums or settings will require different kinds of speeches, business setting-specific assignments.
55. There needs to be more analysis of speeches. The textbook is old and hard to relate to at points. More context for what we talk about in class is necessary to reap all the benefits of the class. I don't understand how a public speaking class cannot go through an entire semester without showing even just a clip of a speech.
56. More work on timing
57. N/A
58. Feedback from the professor
59. More about adapting to audiences and more about managing nerves.
60. More emphasis on word choice selection and how to accommodate speeches to different time limits (how to deliver a great speech with good information no matter the time frame given)
61. variety of audiences to deliver a speech to
62. individualized challenges. Although our professor's feedback was helpful, I wish I would have been reminded more of my flaws, and then have the opportunity to challenge them specifically. Class feedback was very helpful at the start of the semester, but I wish we would have been able to do more of it throughout the course.
63. speech structure
64. More in class exercises, less reviewing reading
65. Work on developing student's confidence
66. learning the structure of a speech more would be nice. I could have all the right points but not know how to put them in the most compelling order because that wasn't discussed.
67. Social interactions between peers

68. More academic-focused topics. Many of our assignments were around personal stories and realistically this is an uncommon topic to be giving a presentation on. To make the course work more practical and related to other classes, it would have been nice to focus on more academic topics. Additionally, I would have preferred more than one debate. I also was disappointed that one of the debate topics was on same sex marriage. I see merit to arguing both sides and understanding where your opponent is coming from, but in a class that is more about fundamental tools for public speaking it seemed in poor taste. A topic that held that much emotional weight would be better served in a rhetoric class where students have the time to unpack why we practice debate with those difficult topics.
69. I thought all of the topics were well covered.
70. The value of a convincing argument.
71. I think less informational speeches are needed and more persuasive and personal speeches should be added since I think that is what people in general do most in real life.
72. How to manage speech anxiety.
73. smaller, impromptu speeches
74. nerves
75. Natural speaking
76. I think that we should learn more about more professional presentations as opposed to just speeches
77. Examples of artful language and breakdowns of how to use hand gestures
78. Personal stories
79. More impromptu speeches
80. how to write the piece
81. Impromptu speeches are done in the Business and Professional speaking class which I found to be very helpful so they might also be suited for this class
82. Best way to write speeches
83. Speaking in front of different groups.
84. Perhaps more of a focus on public speaking to present mediums like slideshows
85. I didnt enjoy my professor, so I'm not sure exactly. I'd say everything.
86. I think being asked to do more informal speeches at the front of the class will make it less stressful. Like every day someone just goes up and talks for 2 or 3 minutes about a random topic. Now as a senior it doesn't feel like a big deal to talk in front of class, but as a freshman it was the worst thing in the world. I think it would do a lot to make them feel comfortable speaking informally in front of the class first.

3. Practical Exercises

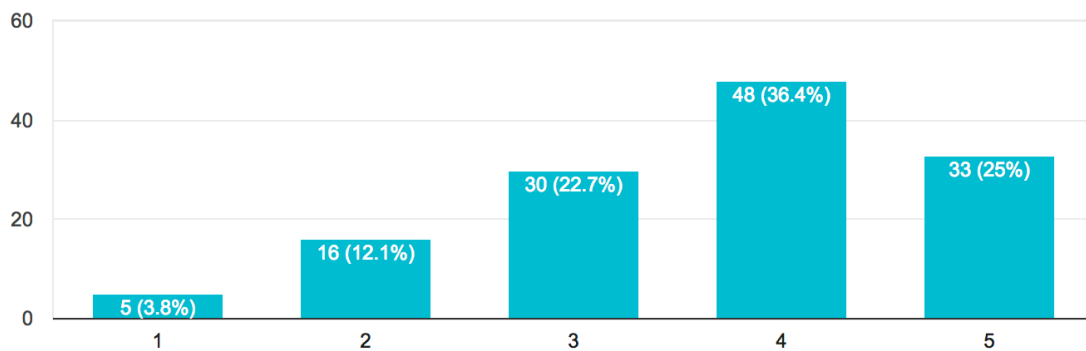
The exercises in class were useful.

132 responses



The exercises in class were closely connected to the graded speeches.

132 responses



In what area would you prefer to have more exercises?

1. Debate
2. all; more practice for everything
3. How to create speeches for different audiences
4. In class

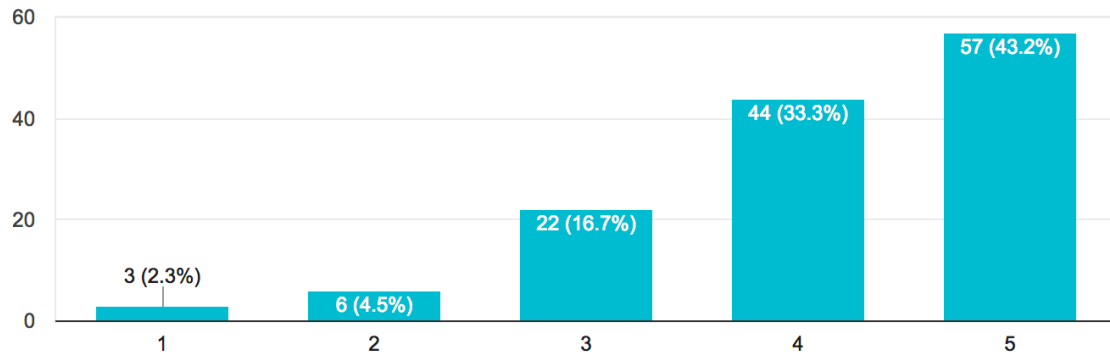
5. Enunciation
6. Content based
7. We literally did puzzles in one class, and I have no idea how it was related to what we were learning. The activities were either not well-explained by the instructor or were simply unnecessary for a public speaking course
8. More mini-speech practice
9. Tricks and tips, we didn't do much technique work
10. Body movement
11. Eye contact
12. Developing speeches and having draft versions spoken and critiqued by peers before delivering a final speech. The course culminated in a debate-style speech, which I strongly disliked.
13. Work-related
14. Practice communicating with varying professionals.
15. Getting rid of anxiety surrounding general public speaking
16. debate/impromptu
17. presentations
18. we didn't have that many exercises, most of our exercises were graded speeches
19. There were plenty of exercises in all areas
20. Topics the students get to choose; something that is personally relevant and therefore easier to talk about.
21. More standard speeches, less debate style
22. We should do more work that directly relates to the speech assignments themselves and/or allow opportunities for students to practice and workshop their speeches with others. I often was confused as to what the point of many exercises was and felt my time was being wasted.
23. workshoping speeches in class
24. Speech Outline, Peer Review exercise on rough speech
25. More exercises to help with language
26. I would have preferred more exercises where we worked on our speech outline.
27. none
28. Class exercises were generally pretty good at working on spontaneity
29. Smaller, more off-the-cuff, spontaneous public speaking excersizes
30. as it is
31. 🙄
32. I really would like to have more team building exercises, like the ones we did where we worked in groups to describe images.
33. Some exercises were beneficial; however, some just took up time. I would like to see activities where we actually practice public speaking and help us get rid of nerves.
34. More traditional speaking practice
35. I would have liked more time to see examples of the speeches we were given and have more time for questions to be answered. "You can send me an email we don't really have class time to discuss this" seemed to be spoken a lot.
36. Practicing actually speeches in front of the class, initially we did this then stoped as speeches got longer, should keep doing this however should just be parts of your speech that you practice
37. improvisational speeches
38. Practicing speeches before speech days and getting feedback was most helpful
39. Maybe an exercise where we work on actually using the stage so that we have practice before we do it in our actual speeches.
40. I am an individual learner so i did nlt find excersizes that beneficial, i would prefer to have more practice time instead

41. Extemporaneous speaking
42. More time spent workshopping the speeches. Not so much so that it's overbearing, but more time to work through the speech outline in groups- for the speeches where this is possible.
43. Organization and structure of speeches
44. In organizing outline
45. Just more actual speaking engagements, like the opening speeches, instead of activities on figurative language or other exercises we did that weren't relevant to speaking.
46. There needs to be more presentation time or face to face time with speakers and the class. The lack of involvement until speech day NEEDS to change!!
47. The area of presenting
48. Potentially situations as if you were in a job interview.
49. More for all of us speaking in front of the class. We did exercises like this in the beginning. I believe having more time speaking in front of the could have been very beneficial
50. More exercises or practice speeches in the persuasive and declamation sections
51. have more exercises and less lecture
52. individualized flaws and working on those specifically.
53. enunciating
54. I think more practice speaking about specific things would be good. We did exercises in class where we had to speak about the textbook which was good to be talking in front of the class but wasn't as helpful in practicing for graded speeches.
55. Social interactions
56. Professional speaking or academic speaking.
57. Impromptu speaking!
58. Tone
59. I think there should be more focus on debate because it would teach us to anticipate what the opponent would say. This would be to prepare us on how to give persuasive speeches and learning to construct clear arguments
60. all of them - more smaller impromptu, in-class speeches. these are what we actually use the most
61. filler words like "um"
62. Structuring speeches
63. More impromptu speeches
64. More ungraded, interactive speech activities
65. Techniques to enhance speeches, calm nerves, etc.
66. debate/impromptu speaking
67. None, the class was very well rounded for me
68. Preparing speeches.
69. Improv
70. professional public speaking

4. Speeches

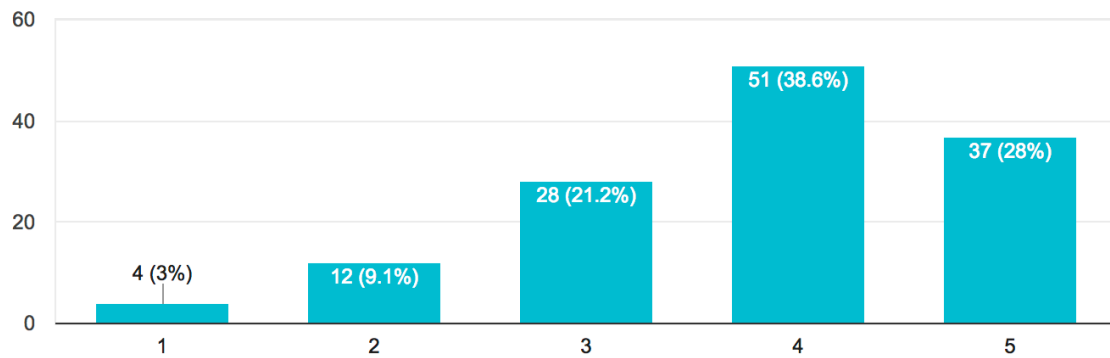
The number of graded speeches was appropriate for this class.

132 responses



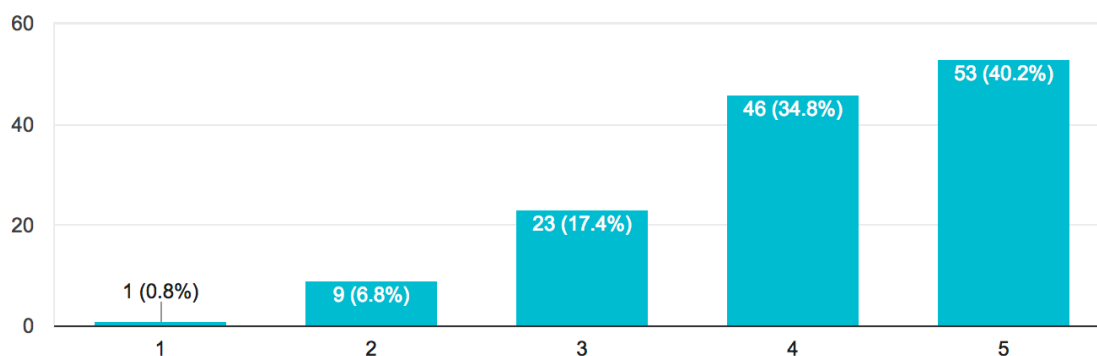
This course taught me how to construct logical and coherent arguments.

132 responses



Preparing for the graded speeches helped me to improve my public speaking skills.

132 responses



Is there something you would like to change about the amount and/or kind of graded speeches?

1. No (13)
2. People get really nervous. The point, as it seems most Northeastern things are aimed at, should be to prepare someone by connecting these speeches to potential jobs they might have. The kind of speeches should be more geared towards presenting at a company/leading a meeting or other work-related things.
3. There seemed to be a speech every other week which is fine, but there needs to be more notice so that we can practice for more than a few days.
4. more speeches, less pressure on grades. There is inherent incentive for most people to prepare because speeches are so publicly judged (when compared to exams or essays)
5. Maybe add a group speech. A very creative one, not formal at all. Just for practice and to get comfortable with the class
6. There were too many graded speeches back to back
7. More leniency in grading, some people are better public speakers than others but i think grades should be based on effort/improvement to encourage students
8. I would prefer if students could pick the subject of their speech, pending professor's approval. It is unlikely that any of us will talk about something as dry as policy changes unless that is literally our career/major focus- find more interesting prompts and speech content will be better and the quality will likely rise.
9. I think more opportunities to give speeches would be awesome. Not just the set amount of graded ones, maybe some more casual ones.
10. It took a while for the course to get started, I would like to see more speeches from the beginning, as practice is what helps most.
11. Give us more time to prepare before each of the speeches are due, we had a pretty quick turnaround time on some of our speeches
12. Recording more than just one graded speech. Maybe record one towards the beginning and one towards the end so we can compare differences to see how our public speaking skills improved over the course of the class.

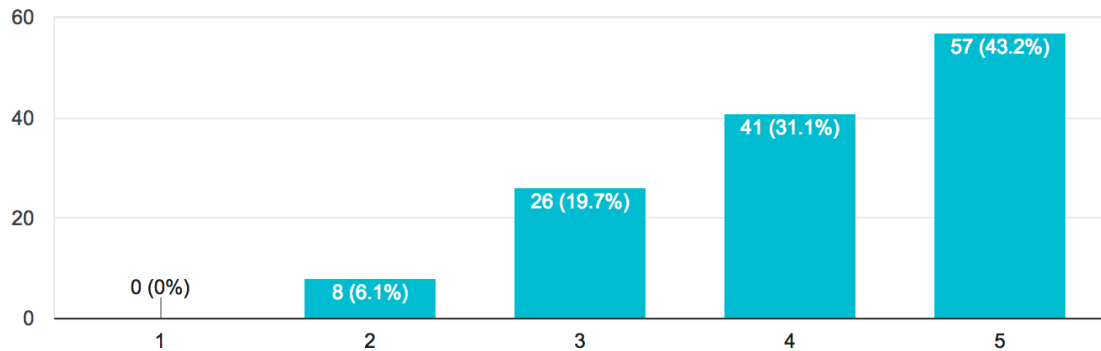
13. I thought it was pretty fair.
14. I would just like to note about this course in general. As a COMM student I was very upset that this was a requirement. I am a very good public speaker and went into the class already prepared and with extensive experience presenting in public. While I know this is not the case for everyone, and public speaking is a very valuable skill necessary in today's climate, there needs to be an option to opt out or take another requirement for COMM majors. While the class boosted my GPA as an "easy A" and did not require much work from me that semester, I was not challenged, learned nothing, and felt like I was forced into wasting A LOT of money on a course that was 100% not needed.
15. NO
16. For the chapter review speeches, dont grade them so that there is no anxiety for speakers on their first sppedch
17. There are times when the number of speeches seemed overwhelming but I think it was a good amount to challenge students.
18. introduction speeches
19. Have a designated 'dry-run' time in class so you can practice once in front of the class to get used to speaking on stage as well as receive feedback
20. as it is
21. 🙄👤
22. One more graded speech would have been more useful overall.
23. -
24. More smaller ones. The opening speeches were a good idea, but we stopped doing them halfway through.
25. I would have liked more creativity. Although "speeches" are a big part of public speaking, they seemed to be more structured than what I was expecting from this course.
26. Maybe add one that has to do with a proposal of sorts. This would help prepare for the real world and would utilize a new type of speech. (Proposal in the sense of introducing a new idea or product)
27. I wish we looked at well organized arguments or sample speeches
28. I think that the informative speech doesn't necessarily need to include a use of media. I think the guidelines were somewhat confusing and most of the time it made the speeches harder to follow.
29. the fact that some people have four extra days to work on their speech and it is based on total luck is absurd. I got major deductions on speeches when I knew if I watched someone go before me I would have fixed the mistakes.
30. Having at least one or two more speeches that are more broad in topic (more so than the introductory or informative speeches) would have been nice to allow some more room for creative expression.
31. I think that public speaking should not be so rigid. Different people have different ways of getting a message across, but in the class it's as if we have to do it one wayZ
32. Maybe give the opportunity to gain a higher grade with other things
33. There needs to be one less speech. The entire semester felt like we were sprinting and couldn't fully grasp concepts or feedback from one speech to the next. It needs to be re-evaluated considering the effort that Northeastern put into work to begin with and how you can better use these speeches as constructive learning instead of blind grade gathering.
34. less final projects we should have more group debates etc
35. I would have liked more, shorter speeches, since having each speech determine such a large part of the grade was stressful. I also would have liked more freedom to pick the topic, which the course did well at first because we picked personal topics, but as the course progressed that choice was taken out of our hands.

36. More speech opportunities so that each one counts less for overall grade. Also emphasize striving for growth more than striving for perfection.
37. N/A
38. No, It was perfect.
39. no
40. There was barely any in class prep time for speeches, we were given a topic then expected to be able to present it right away
41. No, I think the amount was good.
42. I would prefer speeches that were not about personal topics.
43. For the debate style speech, I think the people that give the pro side of the argument have a leg up since they don't have to change their speech on the spot
44. Less and focus more on the content of the speeches.
45. I personally think that they were a bit too close together. Although I have felt like it it too many, because I was stressed about writing a new speech every other week at the end of semester, I do think it is a good amount. But there should be more speeches in the beginning so that they don't get packed in the end of semester.
46. Speeches are graded on such a subjective scale that it is unfair. In my class, my professor loved one student so much that even when her speeches weren't particularly strong she would give her an A, although the rest of the peer feedback stated that she should be working on certain things. She didn't dislike me nor love me, therefore I always ended somewhere around a B+, which is entirely unfair considering the rest of the class always gave me very little to improve on. Peer feedback should be taken as a much greater consideration for the kinds of grades everyone is receiving, considering public speeches are always made in front of groups of people, and not dictated by one professional with an inferiority complex.
47. Graded fine
48. Less focus on big speeches and more on how to present ideas and stories to people
49. More prep, explanation of expectations
50. again, more professional-based assignments
51. it is needed.

5. Final Speech Project

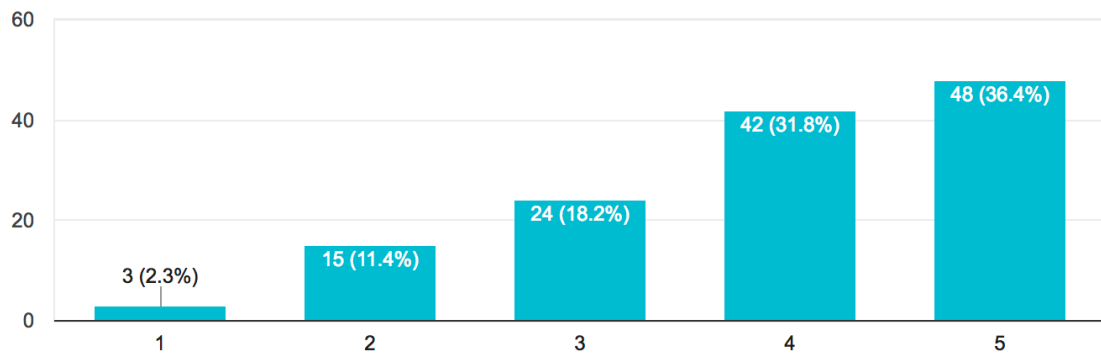
The sign-up process for the final speech slots recognized my needs and preferences.

132 responses



The final speech assignment was an appropriate way to finish the course.

132 responses



Is there additional information or training for the final speech that you would like to receive?

1. No (8)
2. no (3)
3. (2)

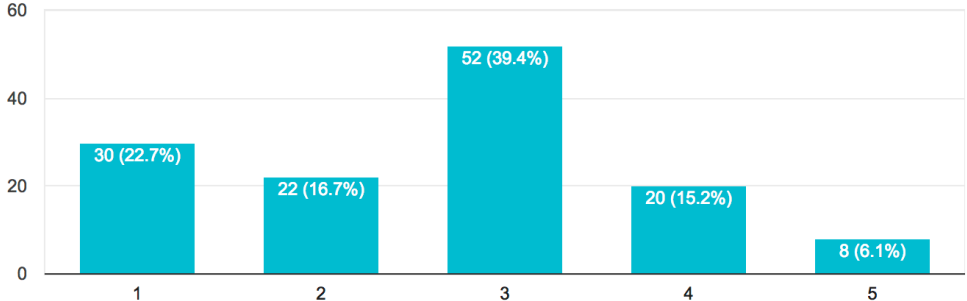
4. There needs to be way more clarity about the final speeches at an earlier point in the semester. I did not know what the speech was going to be about until a week or two before the test. I also did not know whether we would be allowed to have timers until the day before the final speech, and only because my friend had done hers already and told me that there would be timers.
5. yes. I'd like to get a little note about the things I should keep in mind for future speeches.
6. n/a
7. We brushed over how to do the final speech once in a previous speech project, but I think that the format of the final speech was less relevant to the coursework, which was predominately other types of speeches. The debate-style speech wouldn't be out of place in an actual debate class, but it is too specific to cover the overall field of public speaking.
8. Speaking in front of a different professor made it a lot more difficult as during the course we adjusted to speaking in front of a certain professor and had no opportunity to practice with another
9. I think using visual aids in the final speech would make it both more challenging and realistic for a real presentation
10. I didn't sign up for the final speech, I was randomly assigned a topic
11. Maybe the opportunity to know who you will be speaking against (some students were from another class)
12. This final assignment in no way reflects the training or preparation we have learned throughout the course of the class. I feel the assignment is unfair to students who have shown progress throughout the semester (As their progress will not be accounted for) and is also an unfair reflector of public speaking skills, in general, for it more rightly assesses one's ability to think on-the-spot rather than deliver a researched, practiced, and well-rehearsed speech (As we were taught to do the entire semester).
13. Examples of peer speeches
14. Yes, the final speech is much more strict when it comes to timing. It's a big jump to go from 2 minute cushions to 10 second cushions
15. I have not yet taken the final
16. I would have liked practicing a speech formatted the same as the final speech in class.
17. training to stop at a specific point
18. 😊
19. not necessarily more training, but the topic I received was VERY confusing to me and I had to get a lot of outside help to understand the question
20. Not really
21. Not really!
22. My topic is very challenging, more challenging than other topics I've heard of. I wish we talked about how to prepare for it in class.
23. Make there be some choice
24. Not particularly
25. Nope
26. I still don't agree with not giving us our position (pro/con)
27. No, I just would prefer a different kind of speech format.
28. I feel like having more feedback besides a minute blurb after every graded speech would be helpful. I tried to take notes of what my professor was saying, but I feel like written feedback would be a great addition
29. Allow notecards for the final speech! Literally when in life am I going to have a speech or presentation where I'm allowed NO guides at all? Even in work meetings, I'll have notes or presentation slides to guide. It's unrealistic and unnecessary.
30. Possibly have final speech practice speech activities in class

31. Students should be told what side they are arguing for or have them get the opportunity to choose that they will be speaking about. I personally do not like my topic and therefore will not put all my energy into it.
32. Although I understand the logic of giving a speech in front of neutral professors, they will not be able to see my personal improvements- but rather, how good of a typical public speaker I am.
33. stance before hand
34. in the real world I will know what speech I am giving and when I am giving it, this final does nothing except add excess stress to the student.
35. I think I said it all in my first answer.
36. It would have been helpful if we'd known the date that we would be giving our final speech earlier in the semester for travel/move out purposes
37. I think we should be trained to memorize two speeches in advance so we're prepare for the final speech. I feel like it's just thrown at you and in most situations in the real world you would know which speech you were giving beforehand, especially in legal cases.
38. I think that preparing for two different speeches at the final was VERY stressful since we haven't done it before. Either we should do it once before the final, or we should just get what side we are arguing for the final. Because that causes unnecessary stress and is very unlikely to happen in real life. I know I performed worse than usual just because of that.
39. Preferably something like the storytelling class - a communal presentation where everyone gets to "strut their stuff" in a performance
40. Maybe hearing past speeches in class.
41. more time to run it by classmates
42. It would've been helpful to know our partners and plan arguments accordingly, but I did see benefits to keeping that hidden and it didn't make anything too difficult
43. The topics had a very clear "correct argument" and "incorrect argument"
44. Maybe a one-on-one with professor

6. Textbook

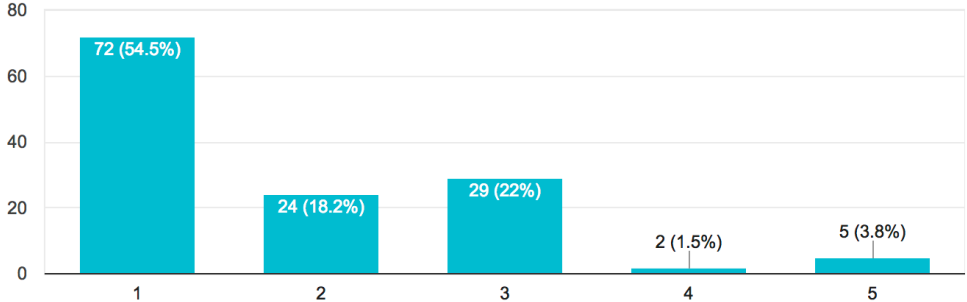
I liked the electronic textbook (Carnegie).

132 responses



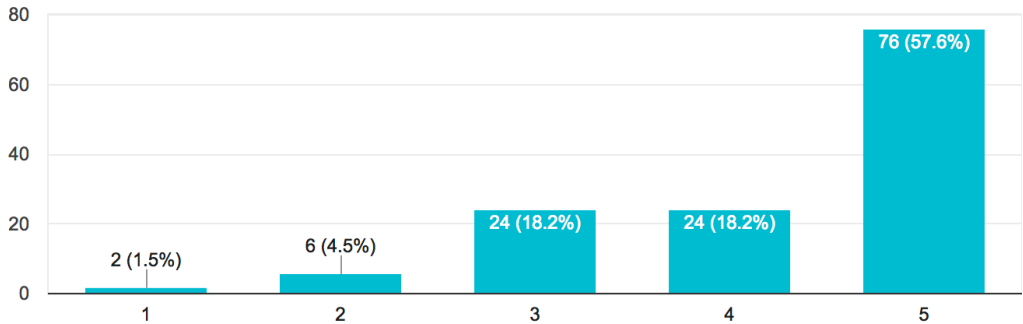
I would prefer to work with a contemporary, paid, textbook.

132 responses



I would prefer to use no textbook at all.

132 responses



Do you have additional comments about the textbook in this class?

1. No (3)
2. N/A (2)
3. My class didn't use a textbook, worked out just fine
4. wasn't super useful and you don't really learn public speaking from a textbook anyway
5. The textbook did not help me at all. It just added more work to the class. The professor was all I needed.
6. The textbook is so confusing and repetitive. Some of it is straight up sexist because of how old the book is. Most of it was not helpful when forming my speeches. I never referenced it while practicing.
7. Not necessary
8. I don't remember the textbook being particularly helpful
9. We didn't use one.
10. I think exercises and in-class lessons were more valuable than the textbook.
11. I think that while the text covered good points, the information it contained was not unique. Students could go without reading it, and instead see individual sections in addition to other works or sources. I think that Ted Talks would be a fantastic source, because not only are the talks informational, they are strong examples of public speaking.
12. Too old-style
13. We rarely used it in my class and I think the class was still very educational, so I don't think it is needed
14. No need for textbooks! Online scans would be fine!
15. The textbook was absolutely USELESS. I cannot believe we had graded opening speeches on something that is no longer relatable.
16. I did not find it helpful
17. Didn't use at all
18. No textbook is necessary
19. I don't think a textbook is particularly needed for this course; we used our textbook once and it was for a graded speech and we never touched it again after that
20. Textbook not needed if the professor is knowledgeable
21. We did not have a textbook
22. The textbook neither added to nor detracted from the class
23. Although the textbook was insightful, I think that a better way to grasp the concept would be through powerpoints.
24. none
25. Textbook was very theoretical and I found it hard to translate theories into practice without good examples
26. a more current book would be better
27. 😞
28. I don't find the textbook to be useful and would rather communicate and apply the ideas in the classroom by learning them and applying them through activities.
29. the textbook was very outdated and was not always helpful because I would be focusing on trying to understand the wording of the text rather than the content
30. The textbook was not very helpful because we did not really apply the concepts in the course. It also wasn't new information and seemed self-explanatory.

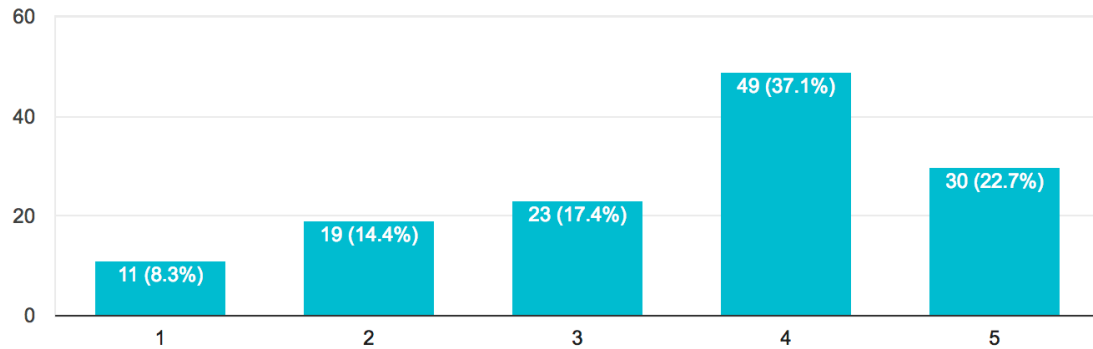
31. I enjoyed the content at the start of the semester in the book, but as time went on the concepts got more and more abstract and riddled with useless, dated examples. If I were setting up the class, I'd focus hard on the first ten to fifteen chapters (With a graded speech every two or three, scoring focused on what the chapters were teaching) and abandoning the last fifteen which I found a lot less useful.
32. The textbook is easy to understand and helpful
33. Was often irrelevant for our time period
34. find another way of getting speech practice in, more improv / small speeches
35. Totally unnecessary and a waste of time. Its not rocket science
36. A textbook is not the best way to learn speaking
37. It was slightly difficult to understand at times, but generally manageable
38. The textbook is good because it's concise and understandable
39. It didn't feel necessary or very integrated into the assignments
40. It's old but the abbreviated version is very helpful
41. no
42. I liked the textbook, but I feel like a lot of times it was hard to get the gist of what the author was trying to say. When I could, it was very useful information
43. Carnegie makes reading slow, but I think having a paid textbook for the course would be worse/more irritating.
44. I'd rather watch videos of speeches and analyze them then read old, outdated textbooks or even modern ones. You don't learn public speaking through reading.
45. The textbook is outdated and pointless.
46. The textbook was essentially useless. No textbook would have been much better.
47. Updated texts, articles, real world examples
48. I thought the textbook that my class used was archaic and many times, not applicable to today's culture/language.
49. Some of the textbook chapters didn't have enough information to give a textbook speech. I think using powerpoints to present the needed information would be better than the readings.
50. It was confusing and some chapters were not useful to learning at all. I would prefer another text to read
51. I took public speaking in Fall 2015 and we had a traditional textbook that we virtually did not use. Because of the nature of this course, I believe guided and demonstrative lectures are more valuable than textbook reading
52. The textbook was outdated. Public speaking has changed so much since when the textbook was written. Public speaking is about how dynamic you are, how compelling you are--your ability to hold an audiences attention and effectively communicate your message. There mustn't be a textbook that has a formula telling you how to do this. You learn this by observation, by your own internal motivation...frankly, no one will grow up and enter into a profession where they have to speak publicly all the time if they indeed, hate public speaking. Natural public speakers are the ones who excel and continue professions in front of people. You can't teach shy people how to become extroverted. The class being mandatory is a little confusing. There are so many people who will enter into professions in the Communications world and NEVER have you speak in public. Telling those afraid of public speaking to conquer their fear can only bring some sort of temporary satisfaction to...who? The professor? I have no problem with public speaking, yet watching students around me cry before class or cry because the professor wasn't satisfied with their speech is infuriating. There is too much unnecessary stress for a class that is sort of unnecessary for some itself.
53. We didn't use a textbook

54. The textbook is incredibly outdated and sometimes even sexist. Again, like the storytelling class, there doesn't need to be a textbook at all. Use handouts if necessary but everyone has a unique interest in something and that should be utilized for their presentations, not something based on a textbook nobody will ever use again.
55. I didnt find it that helpful
56. It wasn't completely necessary, however we used it for class activities so it became useful even for our grade
57. it was misogynistic

7. Media

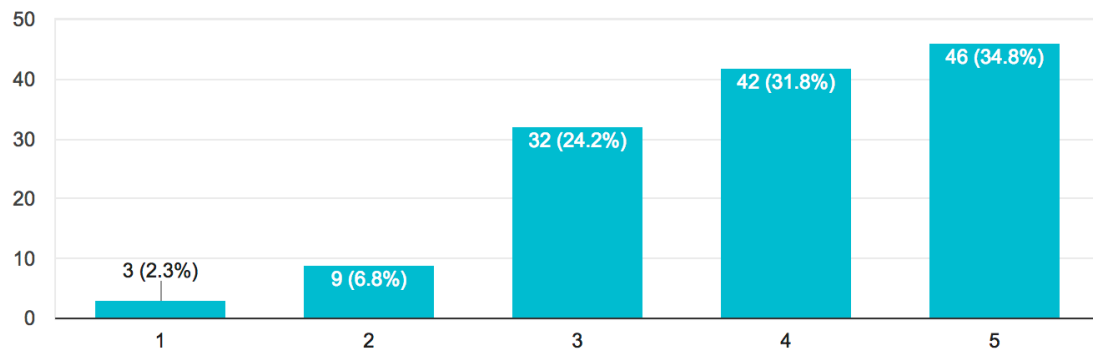
I liked the way video cameras were used in this class.

132 responses



I am content with the audio and video quality of the recordings.

132 responses



Do you have additional comments about the media use in this class?

1. No (6)
2. (2)
3. Don't like being on camera
4. This really helped and made me see where I needed work. Should definitely be continued.
5. It would be more convenient to have a classmate record our speech on our phones.
6. I don't actually remember much about the video cameras used, but I was probably a little nervous the first couple of times. I don't mind using them now because filmed speeches are an excellent

reflection tool as long as the professor can take the time to hold brief conferences with each student to discuss them.

7. This was the most helpful part - it allowed us to analyze ourselves and improve
8. It's necessary to view your speeches and I liked being able to have videos of them. However, the requirement to bring our own SD card caused some issues and slowed us down when students had problems with them or forgot them.
9. I found it very helpful
10. very outdated. used camera and rather than cellphones
11. The video cameras were confusing and I didn't have a memory card reader so I couldn't actually watch any of my speeches
12. Incorporate media more!
13. I loved being able to watch over and self-critique my speeches.
14. N/A
15. I believe having in class time to work on our outlines on our laptop would have been very valuable and greatly appreciated.
16. none
17. Phones are better
18. 😞
19. There are seventeen cameras in the class. SEVENTEEN. Forcing students to buy a video card when they have access to better video and audio recording in their pockets every day seems draconian. The best solution would be bringing the camera and giving the students to option to buy a card, but also allowing phone recordings if that's easier.
20. Maybe allow phones, make filming optional
21. We should be able to have the option of filming on our phones - easier + more accessible + we always have our Cellphones with us
22. no
23. Very necessary
24. It's just sort of unnecessary and I know no one in my class looked at their own recordings when there wasn't a required reflection.
25. Maybe have someone in the middle of the classroom record so we can get full body recordings (many of my recordings were from the waist up)
26. I do not like to be recorded and feel that speeches do not come out as naturally.
27. I'm not sure that requiring students to use the camera instead of their own phones is necessary.
28. I liked to be able to watch back how my speech went because it made it easier to recognize what I could work on for next time
29. We should be able to just film our recordings on our phone. Buying an SD card is 1) spending unnecessary money 2) causing stress to those who may have forgot their SD card because they receive an automatic 0 on their speech. That is not how real life works. I understand that the video camera was used so that there would be "total privacy," but other generations have to understand that our generation (Generation Z, if you will) has always grown up with a total lack of privacy. We are used to it. Sharing and total exposure is a normalcy for us. I know that most students would agree with this notion because we, in fact, don't even recognize this as an invasion of privacy.
30. Not the best use of class resources; if there must be video used, similar to storytelling class - at least meet with the students about the video content to show what the student can improve and not have a student pick apart themselves individually in a paper
31. very helpful to look back on
32. we videoed ourselves on our own phones lol
33. its fine. Unexpected, but it helps. Makes me realize how awkward I am