

General Education Committee
Annual Report for 2009-2010

The composition and responsibilities of the Faculty Senate General Education Committee (GEC) are as follows:

- a. *The General Education Committee shall consist of seven elected faculty members, the Vice-Chancellor for Academic Affairs, the Manager of General Studies, and a student representative. Each of the schools/divisions with elected senators, the Library and student government shall select its own representatives for the committee. These faculty representatives shall serve staggered two-year terms. The Vice-Chancellor for Academic Affairs, and the Manager of General Studies shall serve as ex-officio members of the committee.*
- b. *This committee shall make recommendations to the Faculty Senate for the ongoing development and refinement of general education goals and student outcomes. All recommendations to the Faculty Senate for changes in general education goals and outcomes and for addition to the list of general education courses and experiences will come from this committee. This committee will ensure that general education is assessed, and that the data are used to improve general education. The committee will consult with the Vice Chancellor for Academic Affairs, providing faculty input to the ongoing strategic planning process.*

Its membership in 2009-2010 was as follows:

Arts & Letters	Charles Pooser
Business	Arun Srinivasan
Education	Mary Bradley
Library	Maria Accardi
Natural Sciences	Chris Lang (chair)
Nursing	Judy Myer
Social Sciences	Valerie Scott
Ex-Officio, Vice Chancellor of Academic Affairs	Gil Atnip
Ex-Officio, Manager of Continuing Studies	Saundra Gordon
Student	Jennifer Broadus

The GEC met in 2009 on September 9, October 7, November 4, and December 2. It met in 2010 on January 20, February 24, March 10, April 7 and April 26.

General Education Course List and Learning Outcomes

As indicated in its charge, a primary responsibility of the GEC is to recommend approval of changes to the list of approved courses for the general education requirements. In 2010, the GEC recommended that the following courses be approved for the indicated requirements:

The new courses ECON-E 101 and ECON-E 150 were recommended for approved for Central Ideas, Issues and Methods of Inquiry in the Social and Behavioral Sciences. This was submitted to the Faculty Senate; the courses were approved for the indicated requirement by the Faculty Senate in its meeting of April 8, 2010.

The new course ENG-W 250 was recommended for approval for as a second-level course in Written Communication. This was submitted to the Faculty Senate; the course was approved for the indicated requirement by the Faculty Senate in its meeting of April 8, 2010.

The GEC has a three-year cycle for re-approval of existing courses for the general education requirements. For 2009-2010, courses in Quantitative Reasoning, Written Communication, and Oral Communication were submitted for re-approval in response to letters sent by the GEC to faculty responsible for the courses. The courses were as follows: MATH-M 110, 117, 118, 119, 122, 125, 215, and MATH-T 101 for Quantitative Reasoning; ENG-W 131, 231, 234, 270, 290, 315, 350, and 420 for Written Communication; and SPCH-S 121 for Oral Communication. The two courses ENG-W 300 and 310 were not submitted for re-approval by the Writing Program. The GEC recommended that all the courses that were submitted be re-approved for their respective general education requirements. Unfortunately, it was too late to submit these to the Faculty Senate; the 2009-2010 Committee recommends to the 2010-2011 Committee to submit these courses to the Faculty Senate as soon as possible in Fall of 2010.

Another primary responsibility of the GEC is to recommend changes in the learning outcomes for general education. No such recommendations were considered or made by the GEC in 2009-2010.

Assessment of Student Learning in General Education

As indicated in its charge, a primary responsibility of the GEC is to conduct assessment of student learning in the general education learning outcomes. The GEC has a three-year cycle for this assessment, as reflected by the last three years:

- | | |
|---------|---|
| 2007-08 | Diversity
Ethical Reasoning
Information Literacy
Critical Thinking |
| 2008-09 | CIIMI in Arts and Humanities
CIIMI in Natural and Physical Sciences
CIIMI in Social and Behavioral Sciences
Information Technology Fluency |
| 2009-10 | Quantitative Reasoning
Oral Communication
Written Communication |

To complete its assessment work for 2009-2010, the GEC formed three subcommittees:

Quantitative Reasoning: Chris Lang

Oral Communication: Valerie Scott and Arun Srinivasin

Written Communication: Maria Accardi and Charlie Pooser

Quantitative reasoning assessment would, as in prior years, be primarily based upon the assessment report produced by Lower-Level Mathematics. Assessment of oral communication would be primarily based on the assessment work of the Communication Program for SPCH-S 121 (the single course in the general education course lists for oral communication). And assessment of written communication was to be developed in cooperation with the Writing Program and the Improvement of Writing Committee. Assessment results for each of these goals are contained in the General Education Assessment Report for 2009-2010, appended to this report.

In 2009-2010, the GEC considered another potentially valuable route for assessment of student learning in general education outcomes: the use of a national standardized test that would enable comparison of student learning at IU Southeast to other institutions. The GEC decided to pilot two tests, the ETS Proficiency Profile (formerly known as the Measure of Academic Proficiency and Progress, or MAPP), and the ACT Collegiate Assessment of Academic Proficiency (CAAP), on samples of 50-100 students, to gauge how useful the tests would be, and how expensive in time or effort they might be to administer. However, press of time prevented the Committee from completing the arrangements necessary to give these tests before the end of Spring semester. The 2009-2010 GEC recommends to the 2010-2011 Committee that the pilot of these tests be arranged as soon as possible in the 2010-2011 academic year.

Recommendations for the 2010-2011 Committee

The 2009-2010 committee makes the following recommendations to the 2010-2011 committee:

- The courses recommended for re-approval for the indicated general education course lists by the 2009-2010 committee be submitted to the Faculty Senate. These include: Oral communication: SPCH-S 121; Quantitative Reasoning: MATH-M 110, 117, 118, 119, 122, 125, 215, and MATH-T 101; and Written Communication: ENG-W 131, 231, 234, 270, 290, 315, 350, and 420.
- Pilots of the two national general education assessment tests be completed in the 2010-2011 academic year. These tests are the ETS Proficiency Profile and the ACT Collegiate Assessment of Academic Proficiency.

Assessment Reports for 2009-2010

As described above, in 2009-2010, subcommittees of the GEC assessed student learning in oral communication, quantitative reasoning and written communication. The reports from the respective subcommittees follow.

General Education Quantitative Reasoning Assessment Report 2009-2010

The General Education Committee (GEC) does assessment of student learning in eleven general education goals, including quantitative reasoning (QR), on a three-year rotating schedule. QR was one of three goals assessed in the 2009-2010 academic year (the other two goals were written and oral communication). The GEC created subcommittees to tackle the three goals under assessment this year. The subcommittee for assessment of QR consisted only of Chris Lang.

Quantitative Reasoning Learning Outcomes

The general education goal of quantitative reasoning has the following student learning outcomes:

- A. Interpret mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them.
- B. Represent mathematical information symbolically, visually, numerically, and verbally.
- C. Use a variety of mathematical methods (algebraic, geometric and/or statistical methods) to solve problems.

Strategies for Assessment of Quantitative Reasoning

In the prior assessment of this learning goal, the GEC primarily relied upon the assessment report produced by the Lower-Level Mathematics Program. This is based on tracking student performance in departmental common final exams on problems selected to reflect the learning outcomes given above. This assessment report is given below. But in the 2009-2010 academic year, the GEC discussed other possible strategies for assessment of QR. These are as follows:

Use of existing assessment efforts on campus: One possible strategy for assessment of QR would be to use assessment results from certain academic programs that perform some form of assessment of QR. To this end, Chris Lang contacted deans and program coordinators to learn what forms of assessment of QR are actually being done at the program level. This is what he learned:

Programs in the School of Arts and Letters do not appear to conduct any assessment of student learning in quantitative reasoning. (Given the nature of the programs in Arts and Letters, this was expected.)

The School of Business does not perform assessment of quantitative reasoning per se, except as part of the E280 course in elementary statistics.

The School of Education uses the PRAXIS exams for assessment of student learning; the PRAXIS 1 exam includes a quantitative reasoning component. However, the school has not performed systematic analysis of these exams, so no information about quantitative reasoning is available. The school tracks pass-fail rates, but since PRAXIS 1 is the entrance examination for the School of Education, the pass

rate for all students in the school is 100%. It is not clear if the PRAXIS exams will be required at the state level in the future; this might allow the school to create its own assessments.

Academic programs in the School of Natural Sciences do not conduct assessment of quantitative reasoning except for the Upper-Level Mathematics Program and the Lower-Level Mathematics Program. The Upper-Level Mathematics Program assessment results are available through the Office of Institutional Research and Assessment; the Lower-Level Mathematic Program assessment results are included below in this report.

The School of Nursing uses standardized tests for assessment of student learning. These include the HESI (Health Education Systems Inc.) exams, and the NCLEX-RN exams required to become a nurse. These have quantitative reasoning questions, such as computation of drug dosages, but no quantitative reasoning subscores are available.

Social Sciences conducts assessment of quantitative reasoning in several programs or courses. Criminal Justice has a small quantitative reasoning component in their exit exam. Psychology performs assessment of basic statistical concepts in their experimental methods course, P250-251. Political Science teaches a course that is on the quantitative reasoning list for general education, which they assess. Sociology has a methods course with a quantitative reasoning component that they assess through ten questions on the final exam. (These pertain to use of statistics.)

The GEC considered use of these assessments in its assessment report of QR. But lack of time, and a lack of a sense that these would be available in a useful form, lead to the committee deciding to not use these assessments.

Use of in-house assessment instruments: Another strategy considered by the GEC was the use of tests or other assessment instruments produced at IU Southeast. One particular possibility that came to mind was the use of a test modeled after the mathematics placement exam. It turns out many if not most of our students take the mathematics placement exam, and use of a similar exam for juniors or seniors would provide a good opportunity to determine improvement in QR among our students. However, this would not allow comparison of students with students at other institutions, as provided by certain national standardized tests, and it would be fairly expensive in terms of faculty time or resources to produce. So the GEC decided not to pursue this strategy.

Use of a standardized national test: Standardized national tests are a common means of assessing student learning in general education outcomes, including QR. The committee focused its attention to three particular tests that are in wide use and that would be able to provide meaningful comparisons with other institutions:

- The Collegiate Learning Assessment (CLA) test, which is 'holistic' in nature, but does not provide a QR subscore.
- The MAPP test, produced by the ETS (now known as the Proficiency Profile).
- The CAAP test, produced by the ACT.

After considerable discussion, the committee decided to pilot two of these tests. Because the cost of doing a small pilot of the CLA was prohibitive, the committee decided to try a small pilot of the latter two tests for samples of about 50-100 juniors or seniors. Unfortunately, its plans to conduct that pilot in the Spring of 2010 fell prey to other pressing business; the committee recommends that the 2010-2011 committee follow up on this.

Quantitative Reasoning Assessment Report Lower-Level Mathematics

(This was produced by Lower-Level Mathematics, except for the M117 exam problems at the end, which were appended to this report by Chris Lang).

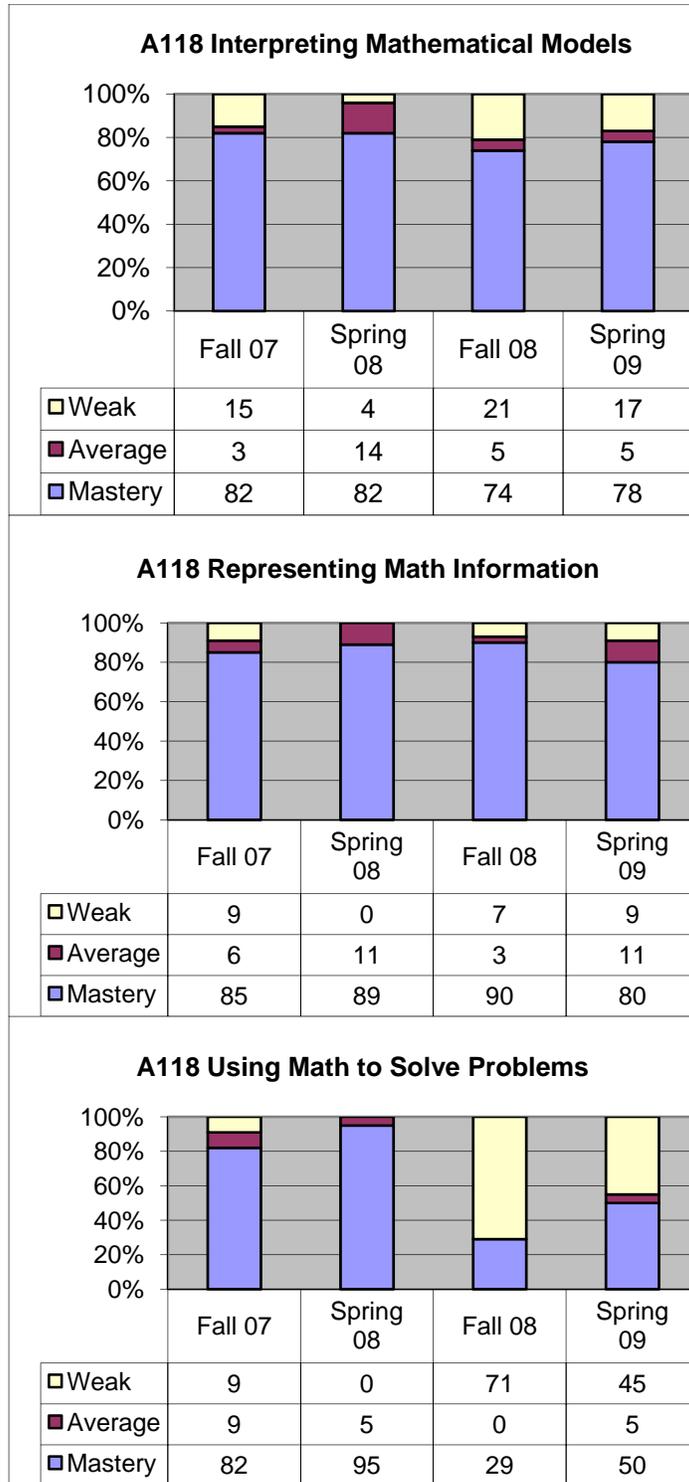
The following courses are included in this report:

- A118 – Finite Mathematics for the Social & Biological Sciences
- M110 – Excursions in Mathematics
- M112 – Quantitative Literacy 1
- M117 – Intermediate Algebra
- M118 – Finite Mathematics
- M119 – Brief Survey of Calculus 1
- M122 – College Algebra
- M125 – Pre-calculus Mathematics
- T101 – Mathematics for Elementary Teachers 1

One course is not included in this report: M215 – Analytic Geometry & Calculus 1. Very few students complete M215 without first completing one of the other general education courses above.

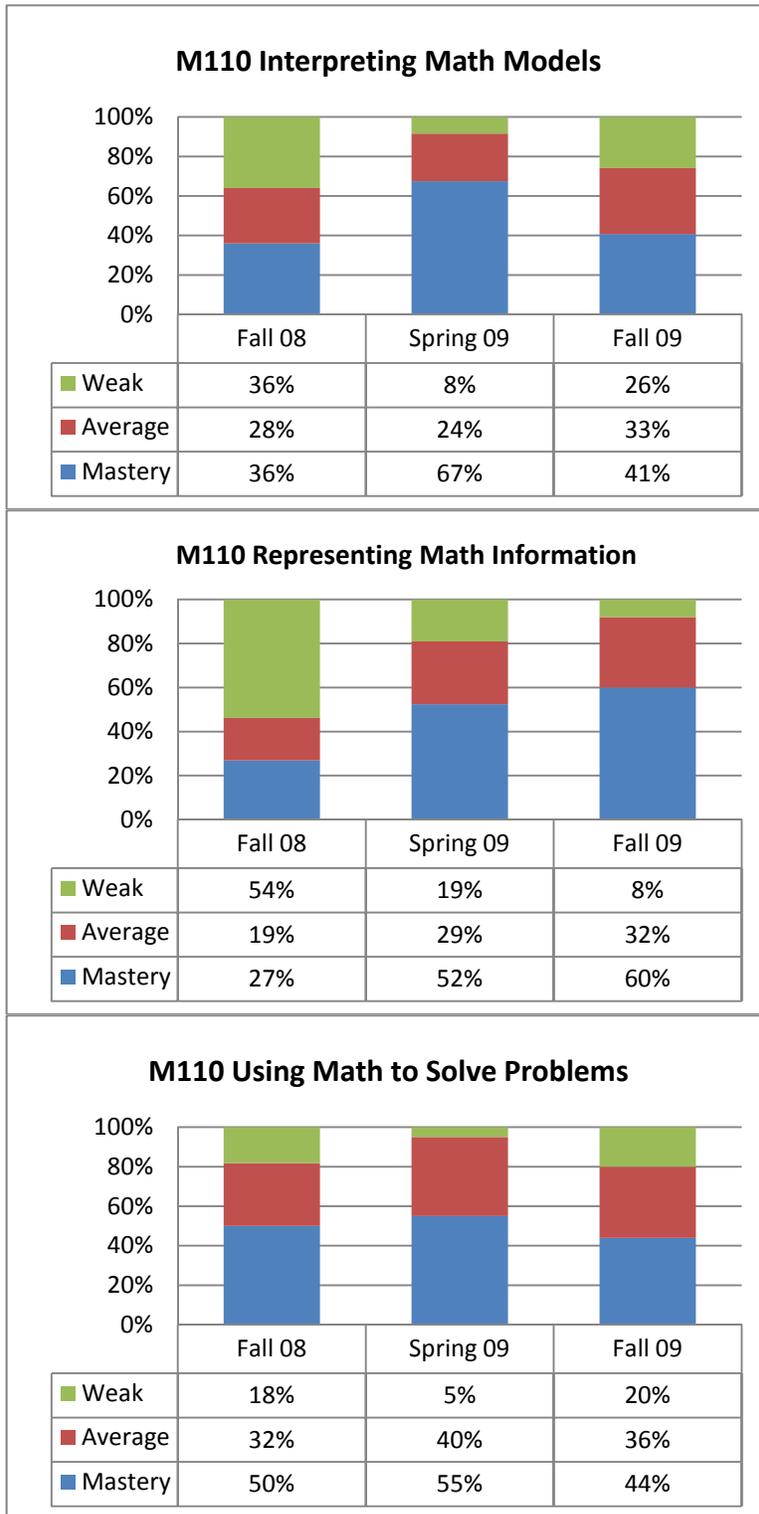
A118 - Finite Mathematics for the Social & Biological Sciences

A large percent of students are at the mastery level for outcomes A and B, with results similar to the last reporting period of 2005-06. The large drop in the mastery level for “using math to solve problems” was due to a change in the questions used to assess that goal. We will put more focus on those topics in the future.



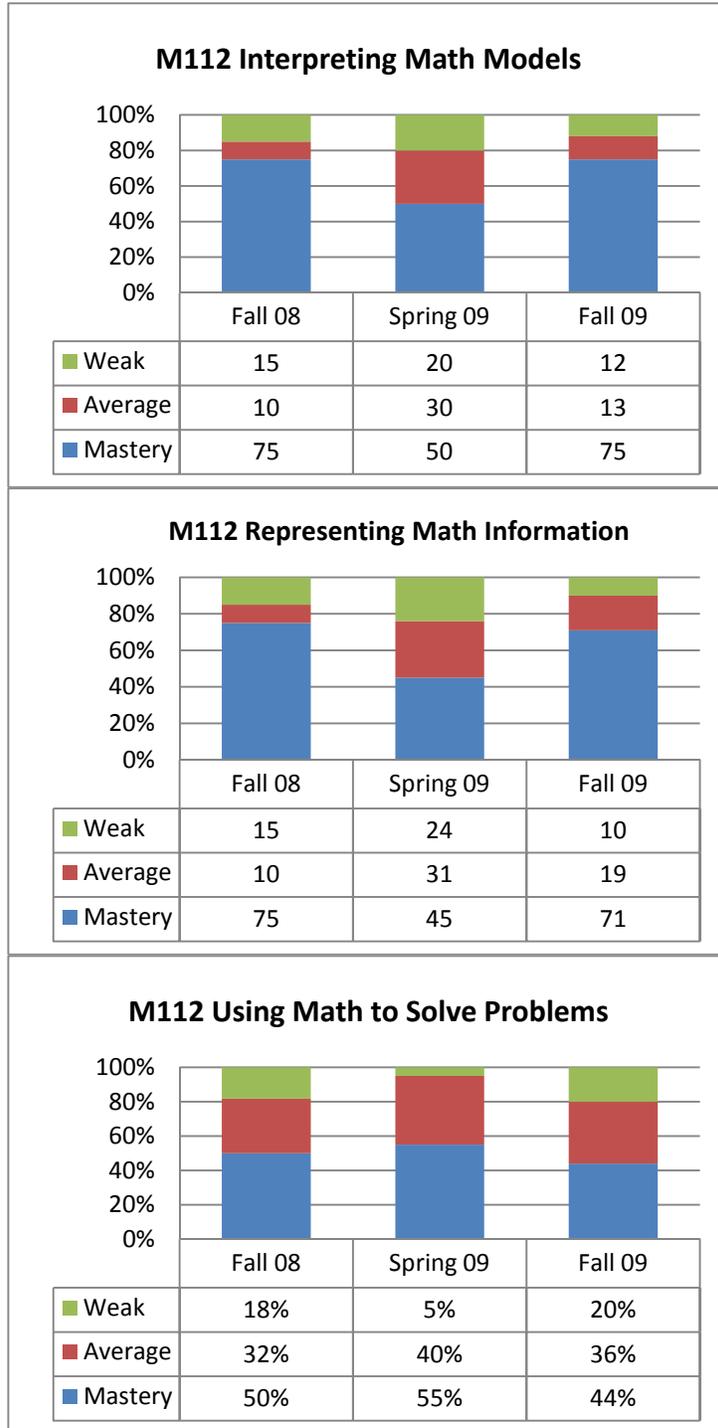
M110 – Excursions in Mathematics

The exact topics covered in this course vary each semester depending on the instructor, which explains the large variation in results from semester to semester. On average, representing math information is the area that needs to be worked on a little more than the others.



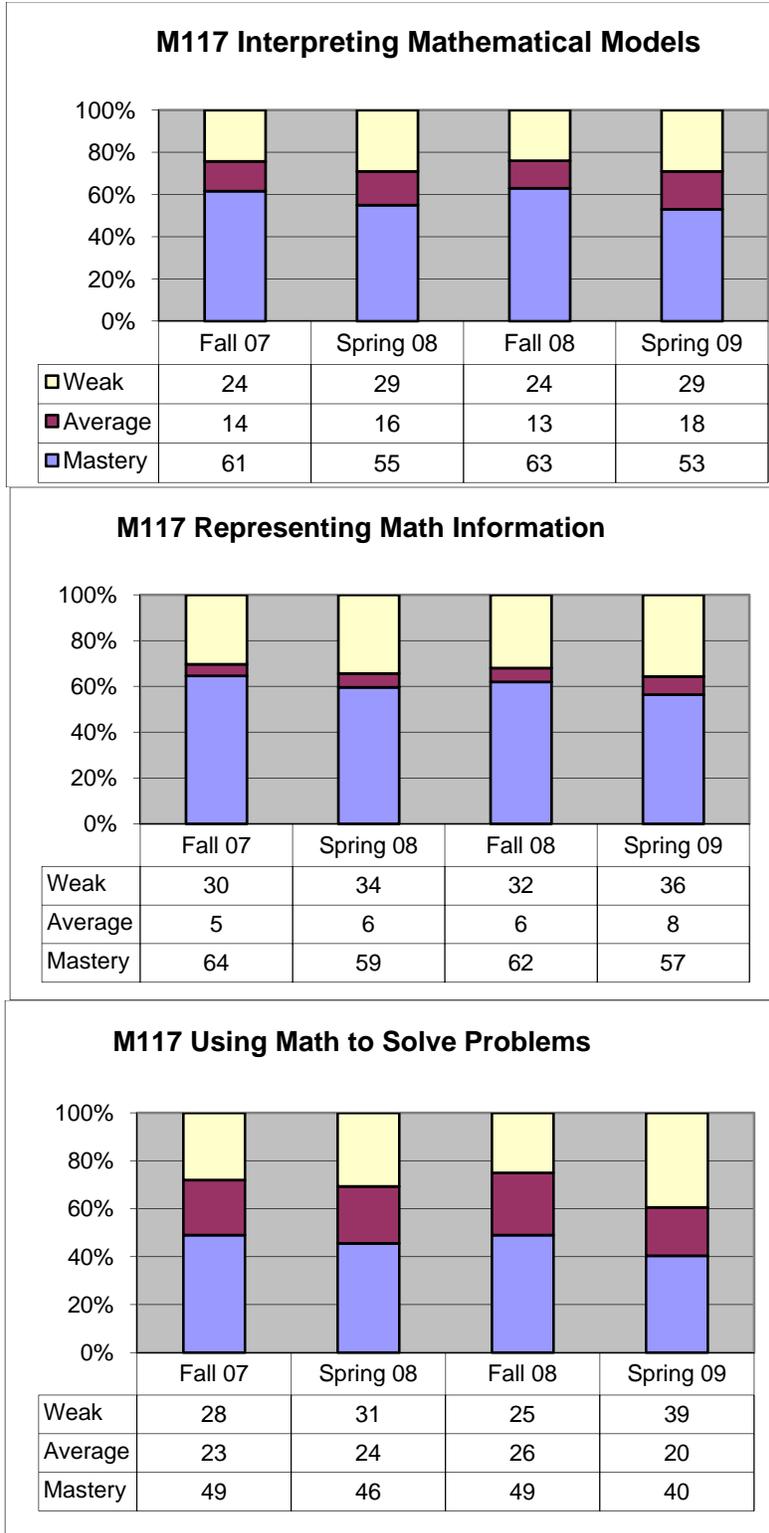
M112 – Quantitative Literacy 1

On average, using math to solve problems is the area with the lowest percent at the mastery level.



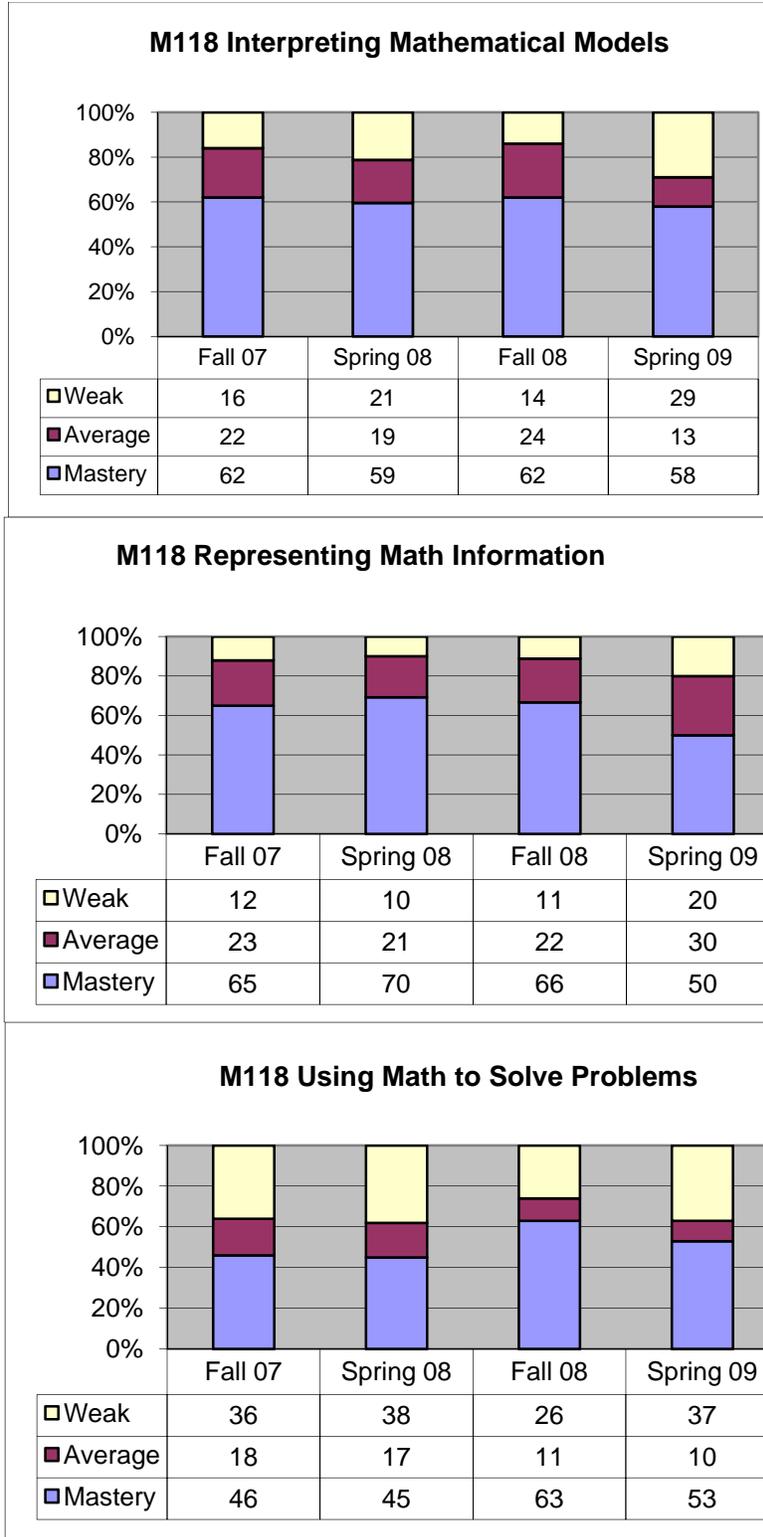
M117 – Intermediate Algebra

On average, representing math information is the area that needs to be worked on a little more than the others; in particular, representing numerically.



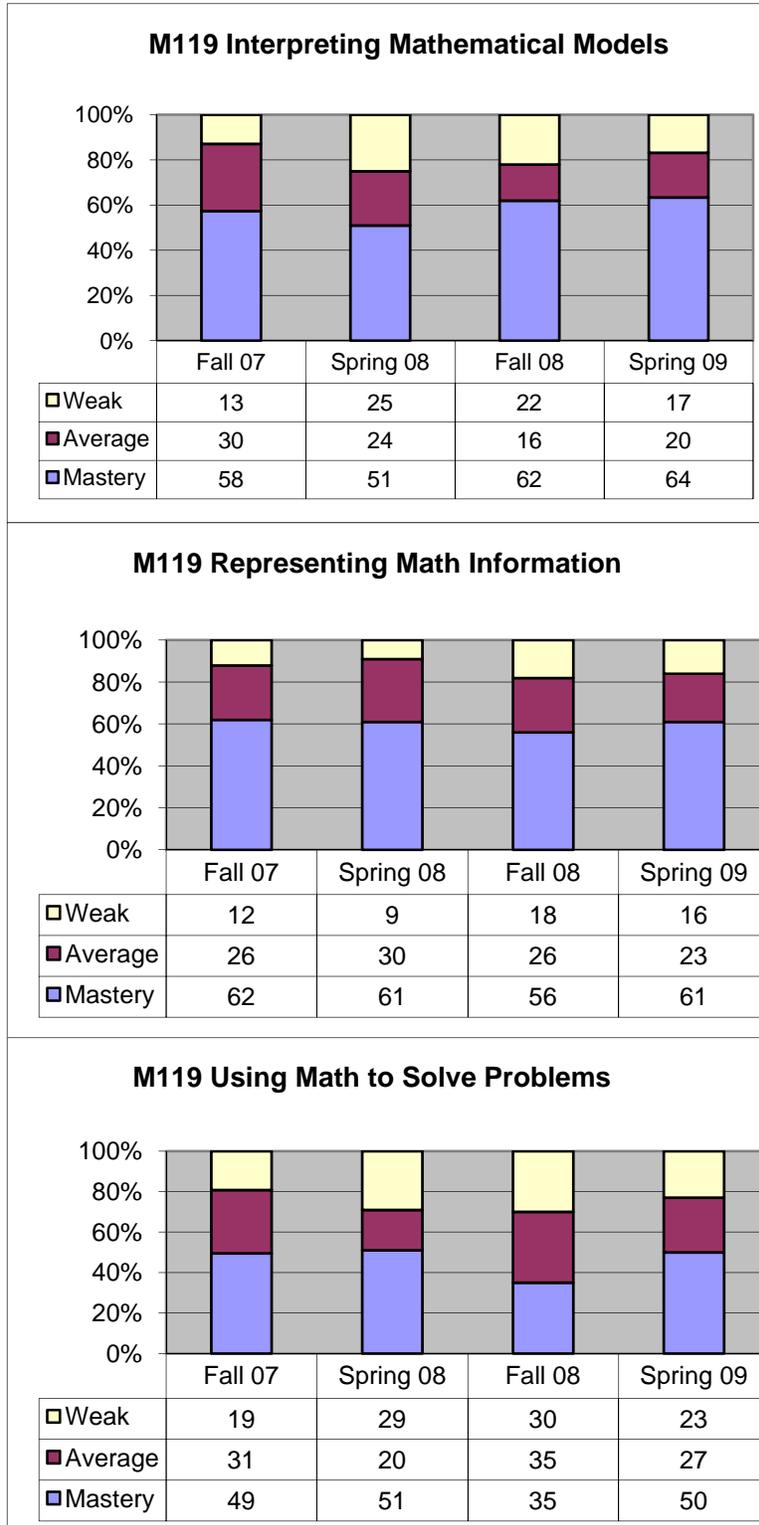
M118 – Finite Mathematics

Using math to solve problems is the area that needs to be worked on more than the others; in particular, using statistical methods.



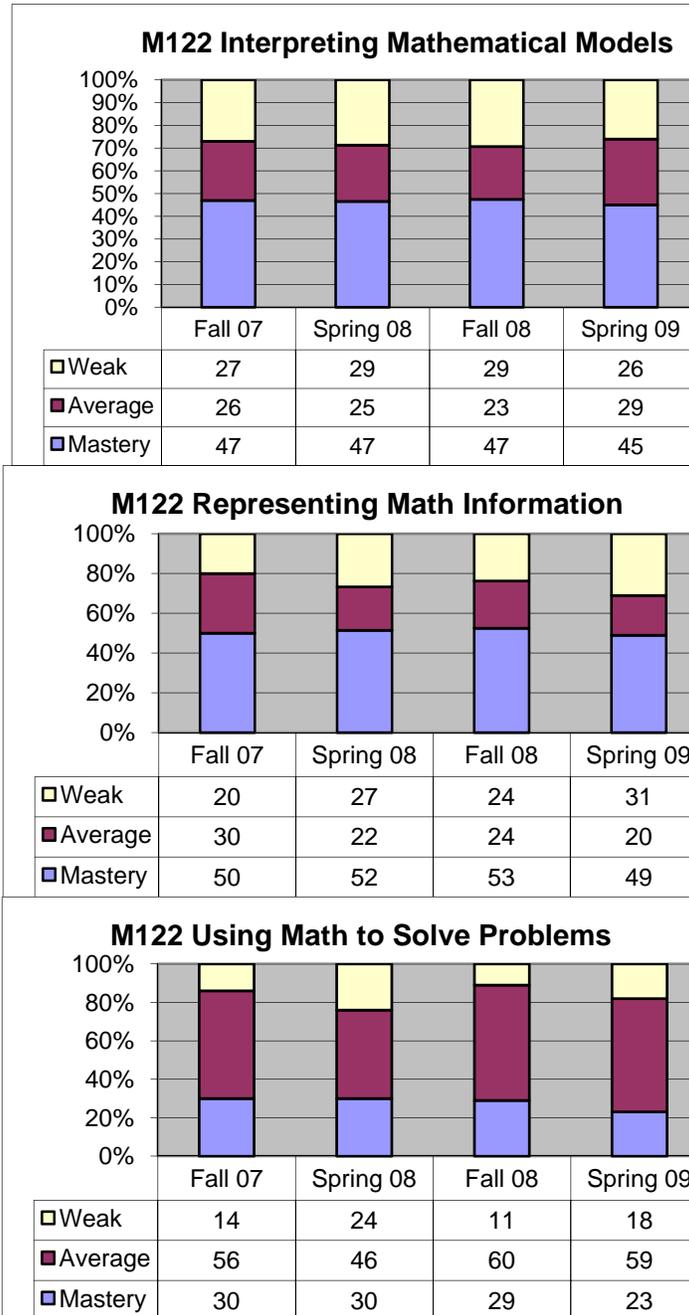
M119 – Brief Survey of Calculus 1

Using math to solve problems is the area that needs to be worked on more than the others; in particular, using geometric methods.



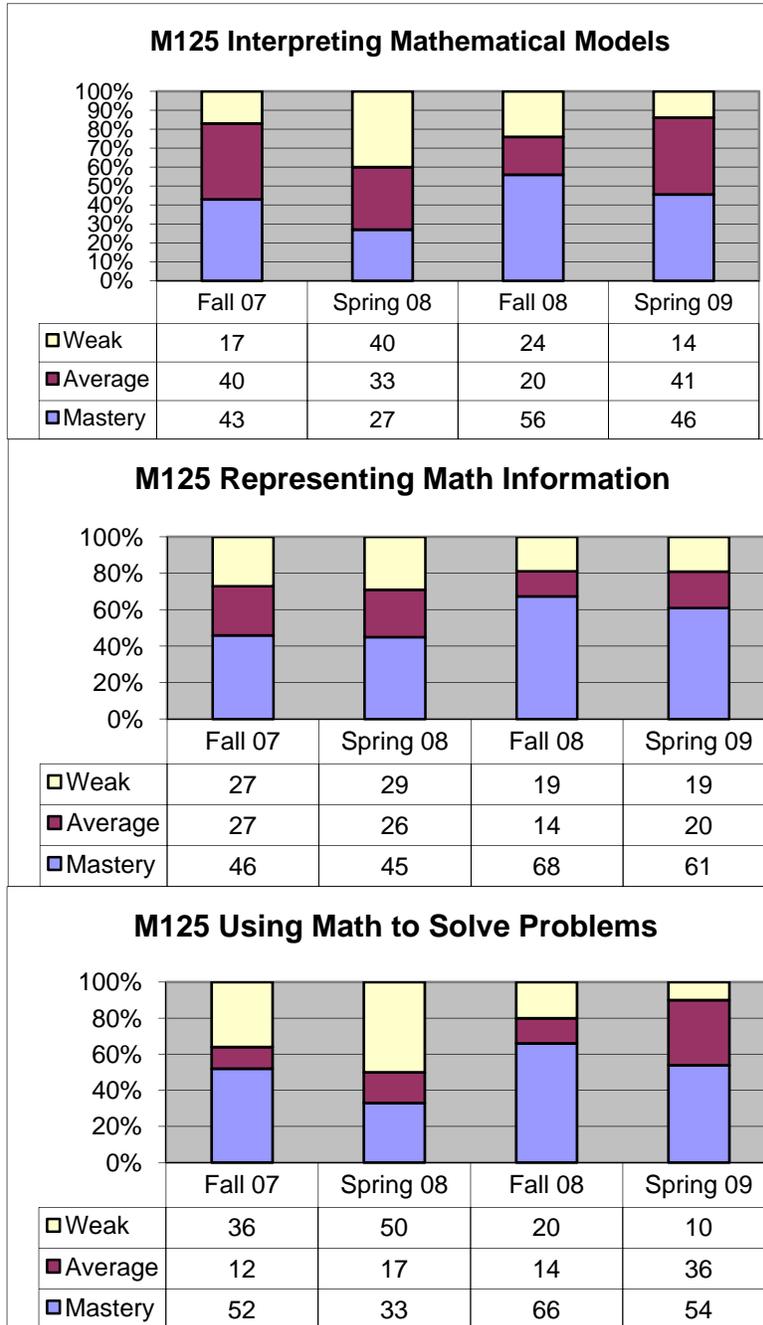
M122 – College Algebra

Using math to solve problems is the area that needs to be worked on to reach the mastery level; in particular, using geometric methods. Also, interpreting math models in graphic form has a large percent at the weak level.



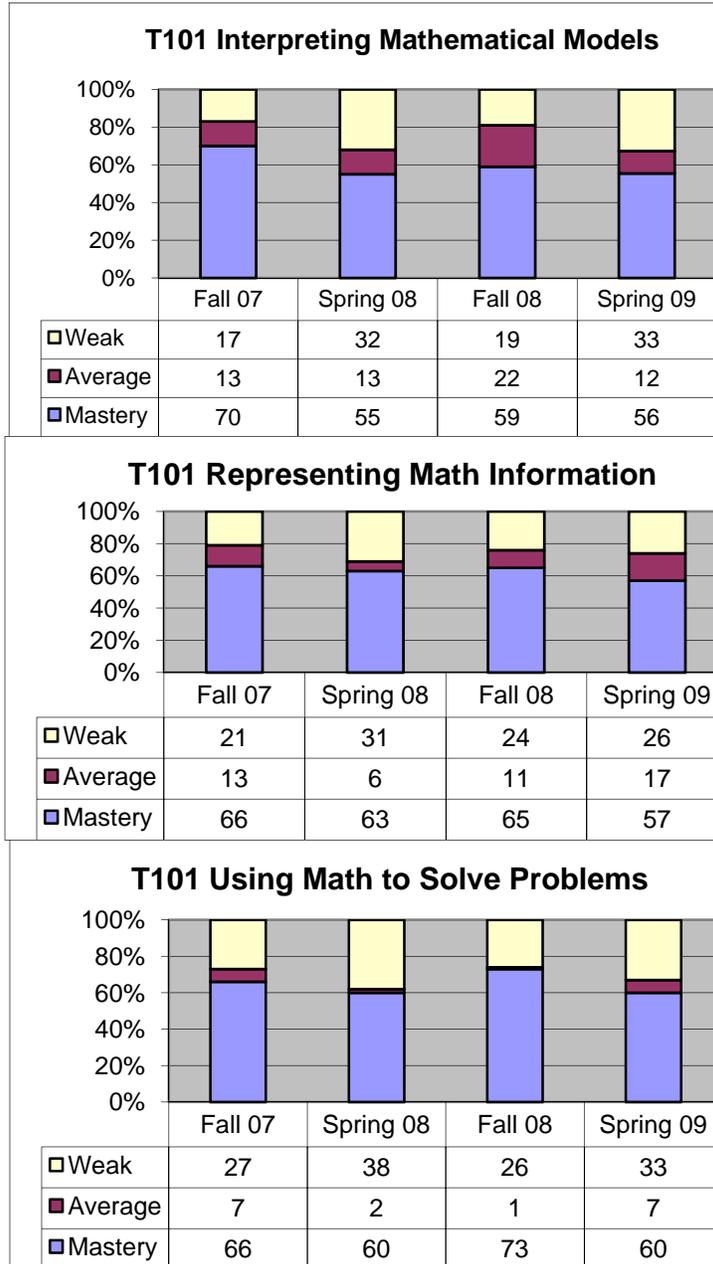
M125 – Pre-calculus Mathematics

Interpreting math models has the lowest mastery level on average; particularly with formulas. The percent at the weak level decreased for 2008-09 for all categories, so we work to maintain those.



T101 – Mathematics for Elementary Teachers 1

Interpreting math models has the lowest mastery levels on average; particularly with formulas. Using algebra to solve problems has the largest percent at the weak level.



Problems for Quantitative Reasoning Assessment

The following final exam items were used by Lower Level Mathematics in their assessment of MATH-M117 (Intermediate Algebra). This is the most commonly taken course for the Quantitative Reasoning requirement.

7. Solve for x :

$$\frac{x}{x-5} + \frac{2}{x-6} = \frac{2}{x^2-11x+30}$$

8. Given: $3x+2y=6$

(a) Find the x -intercept.

(b) Find the y -intercept.

(c) Graph.

13. The cable company charges you a flat \$25.00 fee to come install cable in your home PLUS an additional \$15.00 per hour for each hour of work that is required for the installation.

(a) Find a linear equation that can be used to determine the cost of an x -hour installation.

(b) Use the equation to find the cost of a 3 hour installation.

14. A company can produce 6 boxes of candy for \$8 and 10 boxes of candy for \$13. Find a linear equation that models the cost in terms of the number of boxes of candy produced, x .

26. Solve $2x^2-3x=4$ using the quadratic formula. Leave in simplified radical form.

29. Given the following quadratic equation: $y=-x^2-6x-8$

(a) What is the vertex?

(b) What are the x -intercepts, if any?

(c) What is the y -intercept?

(d) Graph.

Assessment of the General Education Goal “Written Communication”

The IUS General Education Committee was charged with assessing, among others, the learning outcomes for Written Communication for the academic year 2009-2010. Charles Pooser and Maria Accardi comprised the sub-committee to which this goal was assigned, and William Sweigart served as a non-committee consultant. Since neither of the committee members is directly involved in courses involving this GenEd goal, they are very grateful for the cooperation of Dr. Sweigart and his colleagues in English for the information they were able to provide.

The goal outcomes for Written Communication are as follows.

WRITTEN COMMUNICATION

1. Choose, adapt, and restrict the focus of a topic to clarify it according to its purpose and goals.
2. Formulate a central idea statement appropriate for the purpose and goals of the speech or text.
3. Cite a variety of credible sources, when appropriate, in the speech or text to support one's contentions with relevant and adequate evidence
4. Adapt and structure messages and their delivery or presentation to the audience, situation, purpose, and occasion.
5. Use principles designed to influence attitudes, beliefs, and actions.
6. Explain what constitutes plagiarism and use the work of others appropriately
7. Make effective use of peer critique and other feedback in revision and/or future work.
8. Follow standard practices in sentence structure, usage, vocabulary, and word choice.
9. Identify features of texts that distinguish genres and use them appropriately in written products.
10. Demonstrate an understanding of the rationale for multiple documentation formats and use them appropriately.
11. Demonstrate an understanding of the multiple uses of writing, including “writing to learn” across disciplines.
12. Demonstrate facility with the various ways technology impacts writing.

AS A READER OR LISTENER

13. Identify the writer or speaker's central purpose, ideas, and goals.
14. Discriminate between statements of fact and opinion.
15. Discriminate between emotional and logical arguments.
16. Analyze information and arguments in order to draw conclusions.
17. Analyze critically coherence, structure, voice, and style in a written or oral text.
18. Employ the active response strategies of questioning and paraphrasing in response to a message.
19. Identify persuasive strategies.
20. Critique meaningfully the written or oral work of peers.

The written communication learning outcomes have been regularly addressed in the following writing courses: W131, W231, W234, W290, W270/W420, W315, and W350. The

challenge of carrying a systematic assessment of these courses with the multiple sections involved is enormous, given the resources available to the Writing Program, and they have had to limit the elements to be assessed in different courses

W131: A report of the first major assessment for this course was presented to the GenEd Committee for the calendar year 2002-2003. Subsequent assessments have been carried out, particularly focusing upon Outcomes 2, 3, 4, 6 and 8 using a grading rubric developed by the Writing Program. The data has been collected and awaits analysis. As a result of the 2003 assessment, even more emphasis was placed upon the research writing component of the course.

W231: All sections of this course were assessed in Fall 2005. The data has been collected and awaits analysis. The Writing Program reports that: "Changes made to the W231 curriculum based on the 2005 assessment data will be reported in the next cycle of evaluation for this course."

W234 & W315: Assessment plans are in place for W234, but due to a leave of absence by the professor in charge, the data is not currently available. Assessment for W315 is also unavailable at this time for the same reason. This report will be updated with the assessment procedures for this course upon the return of the professor in question.

W290: W290 is approved for two GenEd goals, Written Communication and Critical Thinking, and as such the report summary available addresses both sets of outcomes. The focus of W290 assessment has been on the process of reading and summarizing secondary sources. Areas of special difficulty were identified in Spring 2005 assessment, particularly as regards Written Communication, with attribution of sources and cohesive organization. In Spring 2007, special pedagogical tools were developed to address these areas. This project had to be put on hold while additional assessment metrics were developed and will continue in Fall 2010. The work carried out in 2007 will be reviewed, and the tools developed at that time will be refined for implementation in the Fall of 2010. Instructors will use the work previously done in 2007 and will develop new teaching tools.

W270/W420: These courses are taught concurrently at the present time. Specific outcomes are assessed through pre-/post-tests and the analysis of assignments. The pre-post testing assessment has indicated dramatic improvement through the course on such elements as adaptability to audience and understanding and manipulation of rhetorical concepts. Other assessment tools revealed proficiency among 75% of students in the critical evaluation of the argumentation and the detection of significant omissions. To cite the Writing Program report provided: "Inclusion of feedback from these and other assessments has resulted in steady development of more sophisticated teaching tools."

W350: In the course of teaching this course for the second time this spring semester, Professor Tom O'Neal has been working on analytical rubrics for the two central persuasive papers that are assigned as a part of this course. O'Neal has developed the first draft of rubrics that he will be implementing this semester and revising based upon his assessment of their applicability.

Final Comments:

The assessment of Written Communication is moving forward and developing through the efforts of the Writing Program in Arts and Letters. There is a good deal of data that has been collected, but not yet analyzed. The data that has been collected and analyzed has proven valuable in rethinking and modifying certain aspects of those courses from which they were collected. It is hoped that the resources required for this will be forthcoming soon. Since the Written Communication component of GenEd has a number of different outcomes attached to it, we would think it reasonable that in the future the systematic assessment of these courses be expanded to encompass additional outcomes under this Goal.

To: Rebecca Carlton
From: General Education Committee
Date: January 7, 2010

Courses that have been approved to meet General Education Goals are periodically re-evaluated in order to remain on the approved course list. The committee will be reviewing courses in the areas of Written Communication, Oral Communication, and Quantitative Reasoning during the spring semester, 2011. The course listed below is scheduled for review at this time.

Please work with the appropriate faculty to complete this form and one additional page with the following information about this course:

- A summary of assessment data based on the assessment plan submitted when the course was approved
- Changes made to the course based on assessment results

Email completed materials to Teresa Andrews in the Office of Academic Affairs by March 15, 2010.

Course Number: SPCH-S 121 Course Name: Public Speaking

School/Division: Arts & Letters Department: SPCH

The course was approved to meet the General Education Goal:

Oral Communication

Are all outcomes for this goal still addressed by the course? See the attached for the current list of outcomes. Generally, 50% of the course content or 50% of the possible grade points should address the Goal.

Yes: No: (If not, the course will be dropped from the approved course list)

Have any significant changes been made to the content of the course since it was approved?

Yes: No: If yes, please describe on an additional page.

Reviewed and endorsed by all faculty teaching the course? Yes: No:

Approving Dean: Annette Wyandotte Date: 3-17-10
School: Arts & Letters

General Education Outcomes

Written Communication

A. As a Writer

- Adapt and structure messages and their presentation to the audience, situation, purpose and occasion.
- Include, either explicitly or implicitly, a central idea, focus or thesis throughout the text as appropriate to the audience, situation, purpose, and occasion.
- Use a variety of credible sources, as appropriate to the genre, to support contentions with relevant and adequate evidence.
- Use and cite the work of others appropriately, avoiding plagiarism, misquoting, and misreading.
- Use a variety of academic and professional documentation formats appropriately.
- Follow standard practices in sentence structure usage, vocabulary, and word choice as appropriate to the genre.
- Effectively use and offer peer critique and other feedback in revision and /or future work.
- Demonstrate an understanding of the multiple uses of writing, such as improving learning and critical thinking and enhancing self-expression and reflection.
- Use writing technologies such as word processing and writing for the Web effectively and appropriately.

B. As a Reader

- Identify a writer's central purpose, ideas, and goals.
- Apply critical thinking strategies to analyze the validity of arguments and assumptions in texts.
- Analyze critically coherence, structure, clarity and style in a written or oral text.

Oral Communication

A. As a Speaker

- Choose, adapt, and restrict the focus of a topic to clarify it according to its purpose and goals.
- Formulate a central idea statement appropriate for the purpose and goals of the speech or text.
- Cite a variety of credible sources, when appropriate, in the speech or text to support one's contentions with relevant and adequate evidence.
- Adapt and structure messages and their delivery or presentation to the audience, situation, purpose, and occasion.
- Use principles designed to influence attitudes, beliefs, and actions.
- Explain what constitutes plagiarism and use the work of others appropriately.
- Structure messages for effectiveness utilizing an introduction, thesis, main points, connectives, and a conclusion.
- Introduce the speech by gaining attention, previewing main points, stating a thesis, establishing goodwill and establishing credibility.
- Conclude the speech by signaling an end of the presentation, summarizing the main points, and providing a memorable/vivid ending.
- Create a complete and accurate preparation outline and a speaking outline.
- Deliver messages extemporaneously using effective eye contact, body movements, and vocal qualities.
- Feel comfortable when delivering speeches.
- Use appropriate pronunciation, grammar, articulation, and word choices to express ideas.

B. As a Listener

- Discriminate between statements of fact and opinion.
- Discriminate between statements of fact and opinion.
- Discriminate between emotional and logical arguments.
- Analyze information and arguments in order to draw conclusions.
- Analyze critical coherence, structure, voice, and style in a written or oral text.
- Employ the active response strategies of questioning and paraphrasing in response to be a message.
- Identify persuasive strategies.
- Meaningful critique the written or oral work of peers.

Quantitative Reasoning

- Interpret mathematical models such as formulas, graphs, tables and schematics and draw inferences from them.
- Represent mathematical information symbolically, visually, numerically and verbally.
- Use a variety of mathematical methods (algebraic, geometric, and/or statistical methods) to solve problems.

Reasoning About Ethical Questions

- Explain and evaluate several key moral principles and ethical theories.
- With respect to a particular moral issue, evaluate alternative positions using appropriate principles or theories and articulate the ramifications and consequences both of alternative courses of action and of the acceptance of different moral principles and ethical theories.
- Engage in moral discussions constructively and effectively.

Critical Thinking

- Evaluate the quality of arguments and evidence, and the accuracy of claims.
- Evaluate the quality of statistical evidence.

- Identify logical errors and fallacies.
- Distinguish between facts, inferences, and opinions and value assertions.
- Recognize alternative approaches and conflicting viewpoints.

Diversity

- Explain how a person's social status (e.g., race, gender, ethnicity, religion, sexual orientation, age, origin, and disability) shapes his/her perspective.
- Identify significant variations and commonalities among peoples of different cultural groups.
- Evaluate how a person's own cultural context influences how he or she perceives people of a different cultural context.
- Recognize how personal and systemic discrimination, prejudice and stereotypes impact lives and relationships.

Central Issues, Ideas, and Methods of Inquiry - Arts/Humanities

(A) Student learning outcomes in the Arts

- Students will define the following: the arts, aesthetic principles, form, style, genre (medium)
- Students will explain and provide three specific examples of the ways in which the arts impact society.
- Students will define the concept of style and provide three examples of how it is expressed in works of art.
- Making reference to a specific work of art, students will describe the work as an expression of the personal experience of the artist and as a reflection of the specific social context and the cultural context in which the work was produced.
- Students will accurately place a work of art within an historical context and justify such placement using three specific characteristics of the work.
- Students will analyze a work of art using form, subject, the elements of design, and instrumentation/tools of production.

(B) Student learning outcomes in the Humanities

- Students will define the humanities.
- Students will explain three ways in which the context that led to its creation influenced an important contribution to the humanities.
- Students will describe three characteristics of a text which explain why it is considered an important contribution to the humanities.
- Students will describe the impact of an important contribution to the humanities using three specific examples.
- Students will identify two similarities and two differences between their perspective and that of an important contribution to the humanities.

Central Issues, Ideas, and Methods of Inquiry - Natural/Physical Sciences

- Understand the role of empirical data in establishing scientific knowledge.
- Understand that, in addition to empirical evidence, science involves skepticism and rational arguments; that it is not opinion but is rather a reasoned consensus among informed experts which improves over time.
- Understand several paradigm examples of the fundamental conceptual models in at least two separate disciplines of the natural sciences (Biology, Chemistry, Physics, Geoscience) which underlie our current understanding of the physical world. Examples include (but are not limited to): conservation of energy, evolution, plate tectonics, oxidation, etc.

Central Issues, Ideas, and Methods of Inquiry - Social/Behavioral Sciences

- Students will be able to demonstrate an understanding of two important theories and/or interpretations in one or more disciplines in the social sciences (for the purposes of general education, the social sciences include history, political science, psychology, sociology, journalism, criminal justice, economics and human geography.)
- Students will be able to explain three specific ways in which the social sciences have contributed to our understanding of society in the contemporary or historical context.
- Students will be able to evaluate and reach a conclusion about an argument or an explanation based on factual information provided in an assigned reading.

General Education Assessment of Oral Communication

Indiana University Southeast

Spring 2010

In Spring 2007, an Oral Communication Assessment Committee was formed to assess SPCH-S 121: Public Speaking. The assessment consisted of reporting results from the Personal Report of Public Speaking Anxiety (PRPSA) and assessment of the final persuasive speech. In 2007, the sample size for evaluating the final speech was small. As a result of that assessment, changes have been made to the class to improve the assessment process, and several recommendations have been implemented. Most importantly, the final persuasive speech guidelines are now the same in all sections. In addition, a standardized grading form was used for the final persuasive speech for all sections of public speaking in Fall 2009, providing us with data from 333 students.

Public Speaking is required of all students on the IU Southeast campus to fulfill the oral communication requirement for general education.

General Education Outcomes for Oral Communication

A. As a Speaker

1. Choose, adapt, and restrict the focus of a topic to clarify it according to its purpose and goals.
2. Formulate a central idea statement appropriate for the purpose and goals of the speech or text.
3. Cite a variety of credible sources, when appropriate, in the speech or text to support one's contentions with relevant and adequate evidence.
4. Adapt and structure messages and their delivery or presentation to the audience, situation, purpose, and occasion.
5. Use principles designed to influence attitudes, beliefs, and actions.
6. Explain what constitutes plagiarism and use the work of others appropriately.
7. Structure messages for effectiveness utilizing an introduction, thesis, main points, connectives, and a conclusion.
8. Introduce the speech by gaining attention, previewing main points, stating a thesis, establishing goodwill and establishing credibility.
9. Conclude the speech by signaling an end of the presentation, summarizing the main points, and providing a memorable/vivid ending.
10. Create a complete and accurate preparation outline and a speaking outline.
11. Deliver messages extemporaneously using effective eye contact, body movements, and vocal qualities.
12. Feel comfortable when delivering speeches.
13. Use appropriate pronunciation, grammar, articulation, and word choices to express ideas.

B. As a Listener

1. Discriminate between statements of fact and opinion.
2. Discriminate between statements of fact and opinion.
3. Discriminate between emotional and logical arguments.
4. Analyze information and arguments in order to draw conclusions.
5. Analyze critical coherence, structure, voice, and style in a written or oral text.
6. Employ the active response strategies of questioning and paraphrasing in response to be a message.
7. Identify persuasive strategies.
8. Meaningful critique the written or oral work of peers.

Measurement of Outcomes

Student Communication Anxiety

Addressed Outcome

A12: *[the student shall] feel comfortable when delivering speeches.*

Explanation

In the SPCH-S 121 course, the Communication Studies Department strives to decrease the level of anxiety a student experiences while delivering a speech. To measure the reduction in anxiety, the Communication Studies Department utilizes the Personal Report of Public Speaking Anxiety (PRPSA), a self-report given to students during the first week and final week of the semester. The PRPSA is a series of 34 questions, and the scores range from 34 to 170 points. Thirty-four points signals the least amount of anxiety a student can experience, and 170 is the greatest amount of anxiety.

PRPSA Anxiety Levels

34-84	Low level of anxiety
85-92	Moderately low level of anxiety
93-110	Moderate level of anxiety
111-119	Moderately high level of anxiety
120-170	Very high level of anxiety

Results from the pre-test enable a Public Speaking instructor to identify students with high levels of anxiety in the course. The instructor can then work individually with these students to help the student identify the source of his or her anxiety and diminish the anxiety through exercise, preparation, and practice. Instructors are given individual student scores. The scores provided in this document reflect pre-test and post-test averages for each section of public speaking and the average change in anxiety level for each section.

Commentary

Forty of the 41 sections reflect a decrease in apprehension, with the remaining section showing a slight increase in apprehension of less than one-third of a point (0.30). The decrease in apprehension ranges 1.2 to 28.3 points. Each class section has a unique "chemistry," and each may respond differently to course material and instructor presentation. However, through exposure to principles of research, reasoning, organization, and delivery, as well as practice within the classroom, students are able to gain experience in preparing and delivering speeches. These concepts are standardized within the course curriculum.

**Personal Report of Public Speaking Anxiety (PRPSA)
Indiana University Southeast: SPCH-S 121 Public Speaking Sections
Pre-Test and Post-Test Results by Section**

(Note: A positive number in the difference column indicates a decrease in apprehension.)

Spring 2009

Section	Pre-Test Average	Post-Test Average	Difference
18201	115.0	101.1	13.9
18202	117.6	102.0	15.6
18203	108.1	101.1	7.0
18204	118.3	98.6	19.7
18205	115.0	87.9	27.1
18206	104.0	84.5	19.5
18207	127.9	100.7	27.2
18208	110.5	92.1	18.4
18209	108.3	102.9	5.4
18210	98.9	95.8	3.1
18211	113.5	103.6	9.9
18212	114.2	102.7	11.5
18213	116.9	97.9	19.0
18214	119.7	111.1	8.6
18215	114.0	89.3	24.7
18371	113.9	103.6	10.3
18417	126.5	112.2	14.3
30099	121.5	96.9	24.6
average of all sections	114.7	99.1	15.5

Fall 2009

Section	Pre-Test Average	Post-Test Average	Difference
25786	108.6	88.4	20.2
25787	114.8	93.6	21.3
25788	108.7	86.8	21.9
25789	121.6	103.2	18.4
25790	124.6	106.0	18.6
25791	110.6	95.4	15.2
25792	106.5	103.4	3.1
25793	115.3	96.2	19.1
25794	100.3	82.9	17.5
25795	114.4	85.8	28.6
25796	100.0	91.9	8.1
25797	99.8	89.8	10.0
25798	100.5	96.1	4.4
25799	121.2	109.5	11.7
25800	118.1	104.4	13.7
25801	99.3	89.0	10.3
25998	109.7	108.5	1.2
25999	115.2	97.1	18.2
26000	95.8	85.8	10.0
26001	113.3	106.1	7.2
26002	100.4	100.7	-0.3
26003	102.2	93.5	8.7
26109	123.9	106.8	17.1
average of all sections	109.76	96.55	13.22

Analysis of Final Persuasive Speech

Addressed Outcomes

- A3: *[the student shall] cite a variety of credible sources, when appropriate, in the speech or text to support one's contentions with relevant and adequate evidence.*
- A4: *[the student shall] adapt and structure messages and their delivery or presentation to the audience, situation, purpose, and occasion.*
- A7: *[the student shall] structure messages for effectiveness utilizing an introduction, thesis, main points, connectives, and a conclusion.*
- A8: *[the student shall] introduce the speech by gaining attention, previewing main points, stating a thesis, establishing goodwill and establishing credibility.*
- A9: *[the student shall] conclude the speech by signaling an end of the presentation, summarizing the main points, and providing a memorable/vivid ending.*
- A11: *[the student shall] deliver messages extemporaneously using effective eye contact, body movements, and vocal qualities.*
- A13: *[the student shall] use appropriate pronunciation, grammar, articulation, and word choices to express ideas.*

Explanation

The second component of the oral assessment involves analysis of the final persuasive speech of twenty sections of Public Speaking in Fall 2009. The statistics provided in this document reflect the evaluation of 333 students. The guidelines for the final persuasive speech were required in each section:

- Requires an immediate action speech topic using Monroe's' Motivated Sequence organizational pattern
- Five to eight minutes in length
- Required visual aid
- Minimum of 5 sources and citations
- Must be worth at least 20% of the final grade

The grading form used to evaluate the speeches was developed for use in all SPCH-S 121 courses. (Copy included.) Areas of evaluation have five-point categories:

Scale	Not Present	Poor	Partial (Unacceptable)	Acceptable	Excellent
0 - 4	0	1	2	3	4
0 - 8	0	2	4	6	8
0 - 12	0	3	6	9	12
0 - 16	0	4	8	12	16
0 - 20	0	5	10	15	20

Commentary

Based on the result averages, a rating between acceptable and excellent was earned for 25 of the 26 areas. The remaining (eye contact) earned a 14.9 on a scale of 20. Thus, it was only 0.1 from the acceptable rating.

Evaluation of Final Persuasive Speech
Indiana University Southeast: SPCH-S 121 Public Speaking Sections
Results by Category

		Related Outcome	Average Result
Introduction/Attention			
.....	0 1 2 3 4	Captures attention	A8 3.6
.....	0 1 2 3 4	Introduces topic and thesis	A8 3.7
.....	0 1 2 3 4	Creates audience connection	A8 3.4
.....	0 1 2 3 4	Establishes credibility	A8 3.5
.....	0 1 2 3 4	Previews main points	A8 3.6
Conclusion/Action			
.....	0 4	Signals end of speech	A9 3.4
.....	0 2 4 6 8	Provides call to action/reinforces thesis	A9 6.3
.....	0 1 2 3 4	Provides memorable/vivid ending/sense of finality	A9 3.3
Use of Sources			
.....	0 8	Uses proper number of sources	A3 7.0
.....	0 2 4 6 8	Uses varied sources	A3 7.1
.....	0 2 4 6 8	Uses quality sources	A3 7.1
.....	0 2 4 6 8	Cites sources effectively	A3 6.5
Adaptation/Connectives/Reasoning/Visual Aids			
.....	0 3 6 9 12	Adapts to audience in body of speech	A4 9.9
.....	0 3 6 9 12	Uses effective connectives (transitions)	A7 10.0
Delivery			
.....	0 5 10 15 20	Uses effective eye contact	A11 14.9
.....	0 1 2 3 4	Uses effective gestures	A11 3.0
.....	0 1 2 3 4	Uses effective body movement and posture	A11 3.3
.....	0 1 2 3 4	Avoids distracting mannerisms	A11 3.8
.....	0 1 2 3 4	Has appropriate personal appearance	A11 3.8
.....	0 1 2 3 4	Uses effective volume	A11 3.8
.....	0 2 4 6 8	Uses effective rate	A11 6.8
.....	0 4 8 12 16	Has smooth flow of vocal delivery	A11 13.6
.....	0 2 4 6 8	Avoids fillers/vocalized pauses	A11 6.6
.....	0 5 10 15 20	Shows enthusiasm/passion/confidence	A11 16.4
Language			
.....	0 1 2 3 4	Uses proper grammar/pronunciation/articulation	A13 3.7
.....	0 2 4 6 8	Uses appropriate language choices	A13 7.6

Limitation of Data

A limitation of the data involves inter-rater reliability. Although all instructors used the same grading form, it would be helpful to implement a pilot test before the next round of data collection. A pilot test would enable instructors to evaluate speeches taken from the same sample, but not used in the actual study. Instructors could then discuss the areas where they differ in regard to coding the data. Such a discussion would enhance consistency and ensure that each instructor is evaluating with uniformity.

In addition, the grading form was developed for the final speech. It is provided for each instructor, along with an explanation of the desired goal (excellent criteria). The next step of development for the grading sheet is to create an accompanying rubric which explains each of the remaining categories: acceptable, partial, poor, and not present.

Recommendations

This assessment has provided insightful data. Sharing the results with SPCH-S 121 instructors will enable them to pinpoint some of the areas that are most in need of improvement throughout all course sections.

The results from the PRPSA are favorable. Students are gaining confidence in their speaking ability throughout the semester in each section of SPCH-S 121. In addition to offering students the opportunity to practice and improve within a safe, structured environment, the small class of 21 allows students to become comfortable with one another. The enrollment cap of 21 is beneficial in achieving this outcome.

Although some standardization of the SPCH-S 121 course has been implemented since the last assessment, additional consistency among all sections is needed. Because SPCH-S 121 is now required of all students, and assessment will be an ongoing process, further development of the grading form to include a detailed rubric is essential. Additional general education outcomes can be included in the next round of assessment.

SPEECH CRITIQUE OF PERSUASIVE SPEECH MMS

Name _____

___/20	Introduction/Attention
0 1 2 3 4	Captures attention
0 1 2 3 4	Introduces topic and thesis
0 1 2 3 4	Creates audience connection
0 1 2 3 4	Establishes credibility
0 1 2 3 4	Previews main points

___/24	Need/Problem
0 2 4 6 8	Explains need clearly
0 2 4 6 8	Indicates significant problem
0 2 4 6 8	Provides adequate evidence

___/24	Satisfaction/Solution
0 1 2 3 4	Connects solution to need
0 2 4 6 8	Develops solution fully
0 2 4 6 8	Explains solution clearly
0 1 2 3 4	Overcomes objections/opposition

___/12	Visualization
0 2 4 6 8	Gives + and - results/stresses benefits of solution
0 1 2 3 4	Uses vivid imagery

___/16	Conclusion/Action
0 4	Signals end of speech
0 2 4 6 8	Provides call to action/reinforces thesis
0 1 2 3 4	Provides memorable/vivid ending/sense of finality

___/32	Use of Sources
0 8	Uses proper number of sources
0 2 4 6 8	Uses varied sources
0 2 4 6 8	Uses quality sources
0 2 4 6 8	Cites sources effectively

___/68	Adaptation/Connectives/Reasoning/Visual Aids
0 3 6 9 12	Adapts to audience in body of speech
0 2 4 6 8	Follows Monroe's Motivated Sequence
0 3 6 9 12	Uses effective connectives (transitions)
0 2 4 6 8	Uses effective reasoning
0 1 2 3 4	Uses effective emotional appeals
0 2 4 6 8	Visual aids are functional and used effectively during speech
0 2 4 6 8	Visual aids clarify material and enhance speech
0 2 4 6 8	Visual aid neatly and professionally prepared

___/92	Delivery
0 5 10 15 20	Uses effective eye contact
0 1 2 3 4	Uses effective gestures
0 1 2 3 4	Uses effective body movement and posture
0 1 2 3 4	Avoids distracting mannerisms
0 1 2 3 4	Has appropriate personal appearance
0 1 2 3 4	Uses effective volume
0 2 4 6 8	Uses effective rate
0 4 8 12 16	Has smooth flow of vocal delivery
0 2 4 6 8	Avoids fillers/vocalized pauses
0 5 10 15 20	Shows enthusiasm/passion/confidence

___/12	Language
0 1 2 3 4	Uses proper grammar/pronunciation/articulation
0 2 4 6 8	Uses appropriate language choices

	Deductions:
	Time (-12 per min. over or under time)
	Notes (-30 for notes too extensive)

/300	TOTAL POINTS	PERCENT	/100%
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SPEECH CRITIQUE OF PERSUASIVE SPEECH MMS WITH EXPLANATION

___/20		Introduction/Attention		
	0 1 2 3 4	Captures attention		The introduction should pull the audience into the speech and make them intrigued by what the speaker has to say. The opening should be creative, interesting, and relevant.
	0 1 2 3 4	Introduces topic and thesis		The topic of the speech and the speaker's view with regards to the topic should all be evident in a single declarative sentence. The connection between the attention capture and the topic introduction should be a smooth.
	0 1 2 3 4	Creates audience connection		A compelling reason is provided why the particular audience being spoken to should be interested in the topic.
	0 1 2 3 4	Establishes credibility		The speaker describes why he/she is sufficiently knowledgeable with regards to the topic to speak with authority, either through personal experience or research.
	0 1 2 3 4	Previews main points		The specific main points contained in the body and the direction the speech will take are detailed.
___/24		Need/Problem		
	0 2 4 6 8	Explains need clearly		The need is established by providing solid, conclusive evidence and is explained in a manner easily comprehended by the given audience.
	0 2 4 6 8	Indicates significant problem		Need must affect a large enough portion of the population to warrant action/discussion.
	0 2 4 6 8	Provides adequate evidence		Proof of the problem's existence and extent is established through sufficient and credible research.
___/24		Satisfaction/Solution		
	0 1 2 3 4	Connects solution to need		The speech must provide a clear, detailed solution which meets the needs established in the first part of the speech.
	0 2 4 6 8	Develops solution fully		The speaker presents a solution that is detailed and feasible, offering evidence that all aspects and ramifications of the solution have been considered.
	0 2 4 6 8	Explains solution clearly		Explanation of solution is understandable and believable.
	0 1 2 3 4	Overcomes objections/opposition		Opposing arguments need to be addressed by providing evidence to refute them.
___/12		Visualization		
	0 2 4 6 8	Gives + and - results/stresses benefits of solution		The speaker explains in a detailed, descriptive manner the effect that adopting or not adopting the plan will have.
	0 1 2 3 4	Uses vivid imagery		Descriptive language and tools to create rhythm are employed.
___/16		Conclusion/Action		
	0 4	Signals end of speech		Introduces that this is the end of the speech approaching by some linguistic means such as "In conclusion", "To summarize"; a vocal pause is included before the conclusion begins.
	0 2 4 6 8	Provides call to action/reinforces thesis		The speaker emphasizes the speech's thesis and main points without sounding repetitious. For persuasive speeches, the speaker's expectations of audience action are laid out. No new material should be introduced.
	0 1 2 3 4	Provides memorable/vivid ending/sense of finality		The closing line should be strong and provide a sense of finality. It does not leave listeners hanging or without a sense of completion.

___/32		Use of Sources
.....	0 8	Uses proper number of sources
.....	0 2 4 6 8	Uses varied sources
.....	0 2 4 6 8	Uses quality sources
.....	0 2 4 6 8	Cites sources effectively

The speaker uses the required number of sources or more; enough sources are used to present a complete picture of the topic.

Use of sources establish conclusions are widely-held and not the beliefs of a few or fringe sources.

Sources are credible, nonbiased, recent, relevant, and consistent with known facts.

Credit is given to sources; citations seem a natural part of the speech and are not intrusive. Citations provide enough information about the source for listeners to find the source independently and to establish the source's credibility. Remember, committing plagiarism could result in a grade of zero for the entire speech!

___/68		Adaptation/Connectives/Reasoning/Visual Aids
.....	0 3 6 9 12	Adapts to audience in body of speech
.....	0 2 4 6 8	Follows Monroe's Motivated Sequence
.....	0 3 6 9 12	Uses effective connectives (transitions)
.....	0 2 4 6 8	Uses effective reasoning
.....	0 1 2 3 4	Uses effective emotional appeals
.....	0 2 4 6 8	Visual aids are functional and used effectively during speech
.....	0 2 4 6 8	Visual aids clarify material and enhance speech
.....	0 2 4 6 8	Visual aid neatly and professionally prepared

The speaker has a clear understanding of his/her audience and adapts his/her speech to the specific audience, time, place, or occasion being addressed, both generally and specifically, throughout the speech.

The general order of MMS is used.

Ideas are clearly linked and related; speech does not leap from point to point but progresses smoothly through the use of connectives.

Critical thinking skills are used effectively, with no logical fallacies (faulty logic). Arguments are supported by the use of clearly explained logic.

The speech is personalized, revealing a human dimension to the topic beyond a list of facts, data, and statistics.

During the speech, the visual aids serve a functional, not solely decorative, purpose and are handled effectively not to be a distraction.

Visual aids used have clear relation to the topic and are an asset to the overall presentation. Aids should supplement the speech, without superseding the verbal component.

Visual aids do not look "rushed" or haphazardly prepared and are not so "busy" as to be a distraction.

___/92		Delivery
.....	0 5 10 15 20	Uses effective eye contact
.....	0 1 2 3 4	Uses effective gestures
.....	0 1 2 3 4	Uses effective body movement and posture
.....	0 1 2 3 4	Avoids distracting mannerisms

The speaker looks at entire audience for 80 - 90% of the speech, instead of focusing on a few people or keeping head focused on speech notes, floor, or back wall.

Gestures used should appear natural and not scripted or forced, and should be utilized to emphasize key points of the speech.

The speaker should appear at ease in their body, and should avoid being either too rigid (stiff back) or too relaxed (hanging on podium). Movement should be varied; the speaker should not hide behind podium, pace back and forth, or appear antsy and hyperactive. Walking should be purposeful. Handling of visual aids is not awkward.

No distracting hand movements are evident, such as playing with hair, pens, etc., or wringing hands. The speaker doesn't "fidget" or "squirm".

0 1 2 3 4	Has appropriate personal appearance	The speaker's personal appearance is appropriate and enhanced his or her credibility.
0 1 2 3 4	Uses effective volume	The speaker can be heard clearly throughout the room, without blasting the audience with the delivery. Volume is varied to reflect the tone of content.
0 2 4 6 8	Uses effective rate	Rate of delivery is varied to add emphasis to key points; delivery is not too fast, too slow, or inappropriate for the content of the speech. The speaker relies on pauses to allow the audience to absorb information and to highlight key ideas.
0 4 8 12 16	Has smooth flow of vocal delivery	Speech does not contain long or poorly placed pauses; the speaker appears confident in knowing what comes next in the speech.
0 2 4 6 8	Avoids fillers/vocalized pauses	Speech is free from stammers, vocal stumbles, and non-pathological stutters; no disfluencies (errr, umm, uh) or vocal fillers ("you know", "like", "or whatever") are present.
0 5 10 15 20	Shows enthusiasm/passion/confidence	Facial expressions seem natural and not forced, and reflect the overall tone and attitude of the thesis. The speaker seems genuinely interested in the topic and in making the audience interested in it.

<u> </u> /12	Language	
0 1 2 3 4	Uses proper grammar/pronunciation/articulation	Sentences are grammatically correct. Words are enunciated and are not slurred or undistinguishable. Likewise, words are pronounced correctly.
0 2 4 6 8	Uses appropriate language choices	Word choice is clear and concise; vivid language is used; descriptions are effective and precise; language used is correct for designated audience; technical terms are explained; slang, profanity and jargon are avoided.

Deductions:
Time (-12 per min. over or under time)
Notes (-30 for notes too extensive)

<u> </u> /300	TOTAL POINTS	PERCENT	<u> </u> /100%
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