



## **Developing Effective Oral Communication Skills**

LeMoyne-Owen College  
Quality Enhancement Plan

Submitted to

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LeMoyne-Owen College  
*M.A.G.I.C.: Moving a Generation in Communication*

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*M.A.G.I.C.: Moving a Generation in Communication*  
A Quality Enhancement Plan

**Executive Summary**

As a part of the reaffirmation process, LeMoyne-Owen College developed a Quality Enhancement Plan (QEP) with a focus toward improving students' speech and oral presentation skills. To select an appropriate topic, the College engaged in broad-based institutional process, which included (1) reviewing its Mission and strategic and operational plans; (2) conducting surveys of campus constituencies; (3) facilitating focus groups of campus constituencies; (4) examining past campus initiatives that focused on student learning and reviewed data on student success in classes that incorporated written and oral communication.

Based on the results of its investigation, the College determined that the topic for the QEP will be communication. Academic Council, which comprises academic division chairs, the registrar, the director of enrollment management, the director of institutional research, head librarian, the director of the Accelerated Degree Program, and the director of the African American Center; the Faculty Instructional and Development Committee, one of the College's standing committees, which examines faculty development, and selected faculty and staff determined that focused topic would center on improving students' oral presentation skills.

The Vice President of Academic Affairs, then, appointed a cross-campus committee, the QEP Advisory Team, to develop the QEP. The committee developed the QEP in accordance with Core Requirement 2.12 that "(1) includes

a broad-based institutional process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the Mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement.” The committee, also, developed the QEP in accordance with Comprehensive Standard 3.3.2 that “(1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.”

The title of the QEP for LeMoyne-Owen College is *M.A.G.I.C.: Moving a Generation in Communication*. The title reflects the spirit of the College’s mascot, *the Magician*, but, more importantly, speaks to helping students understand the power of the spoken word. Though effective communication appears to be magical, students will learn that with the right skills, they can shape ideas, concepts, and initiatives by communicating effectively. Therefore, the primary goals of the QEP are to build systematically students’ skills in speaking abilities and to enhance students’ presentation skills.

An assessment plan to measure student learning and evaluation and to determine the effectiveness of the goals and outcomes will be established for the QEP. By the first year of implementation, the QEP Advisory Team will include

members of the teaching faculty and student representatives. The QEP Director, in consultation with the expanded QEP Advisory Team and faculty, will administer all aspects of the QEP.

### **About LeMoyne-Owen College**

The merger of LeMoyne College and Owen College in 1968 joined two institutions, which had rich traditions as private, church-related colleges that have historically served Black students. They were founded and developed to provide higher education to students in the Mid-South area.

LeMoyne Normal and Commercial School opened officially in 1871, but it actually began in 1862 when the American Missionary Association sent Lucinda Humphrey to open an elementary school for freedmen and runaway slaves to Camp Shiloh soon after the occupation of Memphis by federal troops under General Ulysses S. Grant. The School was moved to Memphis in 1863, but was destroyed by fire in the race riots, which followed the withdrawal of federal troops in 1866. Lincoln Chapel, as the school was then known, was rebuilt and reopened in 1867 with 150 students and six teachers, but the small school was beset by financial problems.

In 1870, Dr. Francis J. LeMoyne, a Pennsylvania doctor and abolitionist, donated \$20,000 to the American Missionary Association to build an elementary and secondary school for prospective teachers. The first years were difficult ones, primarily, because of the toll that the yellow fever epidemic took on school personnel, but under the leadership of the third principal, Andrew J. Steele, the institution experienced three decades of growth and development.

In 1914, the school was moved from Orleans Street to its present site on Walker Avenue. In that same year, the first building, Steele Hall, was erected on the new campus. LeMoyne developed rapidly; it became a junior college in 1924 and a four-year college in 1930, chartered by the State of Tennessee just four years later.

Owen College began in 1947, when the Tennessee Baptist Missionary and Educational Convention bought property on Vance Avenue to build a junior college. After several years of planning, the school opened in 1954 as S. A. Owen Junior College, named in honor of a distinguished religious and civic leader, but the name was later changed to Owen Junior College. The merger of Owen and LeMoyne Colleges in 1968 joined two religious traditions at the same time that it reinforced the institutions' shared purpose of combining a liberal arts education with career training in a Christian setting.

LeMoyne-Owen College strives to continue transforming students as future leaders who will be engaged in an increasingly diverse and accessible world. This is evident in both the College's Mission and Vision Statements below:

### **Mission Statement**

LeMoyne-Owen College provides a transformative experience educating students for urban-focused leadership, scholarship, service and professional careers.

## **Vision Statement**

To be an exemplary historically black college providing an excellent liberal arts education that transforms urban students, institutions and communities.

To support its Mission and Vision, LeMoyne-Owen College offers 22 majors, which reside in 5 academic divisions: Business and Economic Development, Education, Fine Arts and Humanities, Natural and Mathematical Sciences, and Social and Behavioral Sciences. The College offers the Bachelor of Arts, Bachelor of Business Administration, and Bachelor of Science degrees.

Currently, the College employs 52 full-time and 64 part-time faculty members who hold masters and doctorate degrees in various disciplines. In addition to an ethnically diverse faculty, LeMoyne-Owen College's students are from diverse backgrounds as well, including 14 states and 6 countries.

## **Process Used to Develop the QEP**

LeMoyne-Owen College is committed to encouraging collaboration among its faculty, staff, and student constituents. This commitment is reflected in the College's development of a process for engaging a broad range of constituencies in identifying the topic for its Quality Enhancement Plan (QEP). The Administration identified key stakeholders as faculty, staff, students, board members, alumni, and specific community leaders and organizations. To ensure broad-based participation from the stakeholders, the Office of Institutional Research designed and administered faculty, staff and student surveys, and the Office of Academic Affairs designed and facilitated faculty, student, and staff focus groups. The Office of Academic Affairs, also, designed and administered a

survey for the Board of Trustees.

### **Timeline for Topic Selection**

#### **Fall 2010**

Focus groups were conducted to identify areas of interest that could be developed into an effective QEP topic. Groups included faculty, staff, and students. Students, faculty, staff, administrators were surveyed, and they identified communication as the topic of greatest need.

#### **Spring 2010**

In January of 2010, an all-campus forum was held to inform faculty and staff of the purpose of the QEP. In February of 2010, a second round of focus groups was conducted. There were four groups, one comprised of faculty, one of staff, one of students, and one a mixture of all three. All groups determined that improving student communication was one of the greatest needs (See Appendices A-D). In May of 2010, an all-campus workshop was held to update faculty and staff on the progress of the topic selection for the QEP and its future impact student learning.

#### **Fall 2011**

Based on the results of all the focus groups and the all-campus forum, the topic of communication was determined to be of the highest priority. The topic was announced in an all-campus meeting in August of 2011. The next step was to determine the focus for the topic. In October of 2011, the Board of Trustees confirmed the topic selection in a survey they completed (See Appendix E). They listed oral communication only second to written communication as a skill



that every student should possess.

In consultation with Academic Council, which comprises academic division chairs, the registrar, the director of enrollment management, the director of institutional research, head librarian, the director of the Accelerated Degree Program, and the director of the African American Center; the Faculty Instructional and Development Committee, one of the College's standing committees, which examines faculty development, and selected faculty and staff, it was agreed that oral communication would be the focus of the QEP. The decision was made, partly, after reviewing the inadequate level of competency in students' delivery as presenters at programs or capstone presentations and in annual mock interviews.

LeMoyne-Owen College's Mission is to prepare students for urban-focused leadership, scholarship, service, and professional careers. To fulfill this mission, it is essential that students have the necessary oral communication skills. In order for the College to provide these skills, students must be exposed to oral communication across the curriculum. By infusing oral communication skills across the curriculum and improving communication both classroom and campus wide, LeMoyne-Owen College will achieve this mission.

### **Identification of the Topic**

LeMoyne-Owen College designed several activities to engage faculty, staff, students, and alumni in the identification of the topic for the QEP. Most notable were the surveys that were administered to faculty, staff, and students in 2009 and 2010 and to the Board of Trustees in 2011. A common topic among all

the surveys was communication.

Faculty and staff were surveyed in the fall of 2009. They were asked to examine various desired outcomes for student success. Both faculty and staff weighted communication as highest in terms of importance to student attainment:

- Faculty: 89 out of 100 points
- Staff: 82 out of 100 points

Students were surveyed in the spring of 2010. The survey asked students how important the College's 10 identified skills and abilities, also called core competencies, were to them as graduates (See Appendix A). Of the 10 college competencies, students rated communication and critical thinking as the highest priority, with a communication rating of 77%, followed by critical thinking with a rating of 70%.

When asked to identify the highest areas in which an initiative would most help toward graduation, students provided the following results:

- Employment and Career Preparation, 73.2%
- Speech and Presentation, 72.8%
- Writing, 70.8%

The table below illustrates the results of faculty, staff, and student survey results:

| <b>Table 1: QEP Survey Results</b> |                                 |                             |
|------------------------------------|---------------------------------|-----------------------------|
| <b>Faculty &amp; Staff</b>         | <b>Students</b>                 | <b>Students</b>             |
| Top Targets for Programs           | Top Targets for Programs        | Most Important Competencies |
| Communication Skills               | Career & Employment Preparation | Communication Skills        |
| Learning Behaviors                 | Speech & Presentation           | Critical Thinking           |
| Quantitative Skills                | Writing                         | Lifelong Learning           |

|                   |                              |                                |
|-------------------|------------------------------|--------------------------------|
| Critical Thinking | Critical Thinking & Research | Clarifying & Applying Values   |
| Technology        | Study Skills & Test-taking   | Global Perspective & Diversity |

The QEP Advisory Team was established in the spring of 2011. The team was charged with developing the draft of the QEP (See Appendix G). Once the QEP draft is completed, additional faculty and student members will be assigned to the team to assist in implementing the goal and objectives of the QEP. The team represented key areas of the College as detailed in the table below:

| <b>Table 2: QEP Advisory Team</b> |                 |                              | <b>Teaching Faculty</b> |
|-----------------------------------|-----------------|------------------------------|-------------------------|
| <b>Name</b>                       | <b>Position</b> | <b>Representing</b>          |                         |
| Juanita Bass                      | Retired         | Alumni                       | Yes                     |
| Wanda Blair-Jones                 | Director        | CASE                         | No                      |
| Ralph Calhoun                     | Division Chair  | Education                    | Yes                     |
| Jennifer Moore                    | Director        | Teaching and Learning Center | No                      |
| Jean Saulsberry                   | Director        | Student Development          | Yes                     |
| Jennifer Strickland               | Librarian       | Library                      | No                      |
| Ethan Zagore                      | Director        | Student Success Center       | No                      |

### **Desired Student Learning Outcomes**

The ultimate goal of LeMoyne-Owen College's QEP is to provide students with techniques and opportunities to strengthen their speech skills. Students will gain the ability to deliver information in an oral format in a variety of situations and to a variety of audiences. They will learn what it takes to be an effective communicator. More importantly, they will learn how to deliver a message and engage an audience. They will learn that communication drives industry and education and that it need not be difficult for some to master.

Students will build on the knowledge that they use written and oral communication to demonstrate mastery of subject or course content, to engage with fellow students, to negotiate with faculty and staff, and to introduce

themselves to the world. In an age of social networking and open access to web-based information, communication has become an even more valuable commodity.

Students often complain that communication is a complicated practice, and it appears to be a, somewhat, abstract concept for them. They labor to articulate their needs and concerns in coherent and concise ways. Improving how well students present will require a transformation of the campus structure and engagement from all constituents. Therefore, the following goals are designed to run concurrently during the 5-year process of implementation. See pages 41-44 for detailed implementation charts.

**GOAL #1:**

Build systematically students' skills in improving speaking abilities

Objective: To enhance students' retention of identified speech techniques by integrating oral practice and assessment into 15 Core II general education courses

Faculty who teach the required General Education CORE II courses will implement exercises that address specific techniques to enhance speech delivery. The process will begin with one section each of the required 15 general education CORE II courses that will serve as pilot courses: Introduction to Microcomputers (COSI118), English Communications I (ENGL111), English Communications II (ENGL112), Human Literary Heritage (ENGL205), Freshman Seminar I (FRSM101), Freshman Seminar II (FRSM102), African American History I (HIST221), Lifetime Fitness (HLFW129), The Awakening World

(HUMN211), The Global Village (HUMN212), Survey of College Math (MATH111), Concepts of Algebra (MATH112), Biological Science (NATS110), Physical Science (NATS 112), and Introduction to Power and Society (SOSI111). These courses will serve to determine if modifications will be needed before expanding to include all scheduled sections of the required general education CORE. It is expected that courses that are considered cognates, developmental, and electives may employ these techniques, as well, in order to further enhance further students' recognition of the skills necessary for presenting effectively.

For the first year of implementation, at least three of the fifteen courses will be assigned the same technique to provide students with the repetition they need to master the technique and to demonstrate variety in the use of that technique. A speech textbook will be adopted that all courses will use to create uniformity in how faculty and students address each skill. The focus of the exercises will be to improve skills in vocal variety (pitch, pace, volume), pronunciation, and articulation. Students' proficiency will be measured during the first three weeks of the course and during the last three weeks of the course. Their level of proficiency will be examined by the QEP Director, the QEP Advisory Team and faculty in order to determine if modifications or adjustments are needed to course instruction to assist students in attaining the technique.

The oral communication rubric is designed to provide students with information on how the technique will be rated and its significance for communication (See Appendix K). This will enable them to implement the technique more effectively. The skills assessment for oral communication is

designed to test the speech delivery proficiency level of each student in the course (See Appendix M). The assessment will be used as both pre-diagnostic and post-diagnostic instrument. The oral communication evaluation form is designed to provide immediate feedback and to allow faculty to determine a course of action for improvement of that technique (See Appendix Q). Faculty are experienced in the use of holistic grading as they have used it for years as a part of the College's Student Outcomes Assessment Plan (SOAP). SOAP will be used to assess student attainment of each technique (See Appendices O and P).

Student Learning Outcomes:

Students will demonstrate improvement in vocal variety (pitch, pace, volume), pronunciation, or articulation at the end of each course.

Students will demonstrate a distinguishable level of improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation at the end of the freshman and sophomore years.

**GOAL #2:**

Improve students' presentation skills

Objective: To enhance students' speech delivery and presentation skills by providing presentation assignments and assessments in major area core classes

Faculty who teach the identified three or four benchmark Major CORE courses will implement specific oral presentation assignments that allow students to sharpen their skills by presenting in a variety of venues and to diverse audiences. The process will begin with pilot courses from the required Major Area CORE courses. These courses will serve to determine if modifications will

be needed before expanding to include the entire required Major Area CORE.

For the first year of implementation, at least four courses in each major area will be identified to develop a variety of assignments and venues to allow students to build confidence in delivering specific content and knowledge of a subject. These courses will, most likely, reflect the benchmark courses that have been used to assess students' attainment of the college's competencies.

Faculty will be encouraged to collaborate on ways to enhance students' presentation opportunities. This may include designing assignments that encourage group presentations within classes. This may, also, include collaboration among different classes where students design presentations for panels or debates. The presentation may occur in the classroom or in a venue like the College's stage or a community space where audiences are invited to view the presentations.

In addition to improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation, students will improve aspect of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation. Students' proficiency will be measured in their delivery of at least two oral presentations during each course. Their level of proficiency will be examined by the QEP Director, the QEP Advisory Team and faculty in order to determine if modifications or adjustments are needed to course instruction to assist students in attaining the oral presentation skills.

The oral communication rubric is designed to provide students with

information on how the technique will be rated and its significance for communication (See Appendix L). This will enable them to modify their speech delivery and preparation more effectively. The skills assessment for oral communication is designed to test the speech presentation proficiency level of each student in the course (See Appendix N). The oral communication evaluation form is designed to provide immediate feedback and to allow faculty to determine a course of action for improvement for students' future presentations (See Appendix R). SOAP will be used to assess student attainment of enhanced skills in presenting orally (See Appendices O and P).

Student Learning Outcomes:

Students will demonstrate continued improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation. They will, also, demonstrate improvement in aspects of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation at the end of each course.

Students will demonstrate a distinguishable level of improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation. They will, also, demonstrate distinguishable improvement in aspects of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation (thoroughness, engagement, and interest) at the end of the junior and senior years.



**GOAL #3:**

Improve students' presentation of ideas to a variety of audiences

Objective: To strengthen students' development of techniques in speech delivery and speech presentation by offering training and resources for faculty and staff on methods of teaching and practicing effective speech

Workshops will be provided for faculty to incorporate the adopted text on speech and techniques into selected courses. The workshops will focus on orienting faculty to teaching speech components and selecting the specific technique for each course. Workshops will be provided for staff to incorporate the techniques into campus offices where students interact with staff members. The intent is to create models for students to emulate as they continue to enhance their presentation skills. Workshops will, also, be provided for staff to incorporate specific speech components and techniques into aspects of customer service.

Seminars will be added to enhance faculty's awareness of the world which students will engage before and after graduation. The seminars are meant to keep faculty current on the issues that affect communication.

Additionally, faculty will be provided with resources to record presentation sessions and facilitate presentations on best practices. Students will be able to view their presentations; this will allow faculty and other key continuants to provide valuable feedback for them to make necessary adjustments to their speech delivery.

### Student Learning Outcomes:

Students will demonstrate improvement in their ability to present in a variety of venues, using the techniques and oral presentation skills that they have learned. They will enhance their speech delivery by reviewing either video or audio recordings of their presentations for feedback.

#### **GOAL #4:**

Build a communication infrastructure that is designed to allow student more opportunities to present and receive valuable feedback

Objective: To increase students' awareness of current issues that impact how they formulate topics for speech and engagement as presenters and performers

Faculty and staff will be able to utilize a digital signage communication system to provide a variety of information to students, especially pertaining to communication, and to showcase student presentations and performances. An oral communication evaluation form will be designed to gather feedback from the presenting student (See Appendix V). Additionally, audio and video recording systems will be used to capture lectures, to promote engagement between faculty and students, and to foster more effective teaching of techniques in speech and presentation delivery.

The system will be used by information technology, division chairs, faculty, directors, student affairs, career services, academic skills center, and those working closely with student support and engagement. It will give faculty and staff opportunities to engage students and to provide information relevant to communication in a more strategic and consistent way.

### Student Learning Outcomes:

Students will demonstrate improvement in self-evaluation of their presentations by reviewing their presentations. They will make specific modifications and determine strategies for changes in future presentations.

### Summary

The ability to deliver a message effectively and to engage a variety of audiences requires mastery of speech techniques and delivery. Providing students with the skills to enhance their oral presentation will require strategic changes in course content and instruction. It will, also, require campus-wide integration of speech initiatives. It is LeMoyne-Owen College's goal to create an environment for learning that highlights the importance of oral presentation skills. The College's goal is represented in the chart below:

| <b>Table 3: LeMoyne-Owen College's Goals and Student Learning Outcomes</b> |  |
|--|--|
| <b>Goal #1</b>   | <b>Build systematically students' skills in improving speaking abilities</b>   |
| Student Learning Outcome #1  | Students will demonstrate improvement in vocal variety (pitch, pace, volume), pronunciation, or articulation at the end of each course.  |
| Student Learning Outcome #2  | Students will demonstrate a distinguishable level of improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation at the end of the freshman and sophomore years.   |
| <b>Goal #2</b>   | <b>Improve students' presentation skills</b>   |
| Student Learning Outcome #1  | Students will demonstrate continued improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation.   |
| Student Learning Outcome #2  | Students will demonstrate improvement in aspects of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation at the end of each course. |
| Student Learning Outcome #1  | Students will demonstrate a distinguishable  |

|                             |   |
|-----------------------------|---|
|                             | level of improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation.   |
| Student Learning Outcome #2 | Students will demonstrate distinguishable improvement in aspects of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation (thoroughness, engagement, and interest) at the end of the junior and senior years. |
| <b>Goal #3</b>              | <b>Improve students' presentation of ideas to a variety of audiences</b>  |
| Student Learning Outcome #1 | Students will demonstrate improvement in their ability to present in a variety of venues, using the techniques and oral presentation skills that they have learned.   |
| Student Learning Outcome #2 | Student will enhance their speech delivery by reviewing either video or audio recordings of their presentations for feedback.   |
| <b>Goal #4</b>              | <b>Build a communication infrastructure that is designed to allow student more opportunities to present and receive valuable feedback</b>   |
| Student Learning Outcome #1 | Students will demonstrate improvement in self-evaluation of their presentations by reviewing their presentations.   |
| Student Learning Outcome #2 | Students will make specific modifications and determine strategies for changes in future presentations.   |

### **Literature Review and Best Practices**

#### Communication Initiatives at LeMoyne-Owen College

Though there is consensus among faculty, staff, and students concerning the relevance of communication as a topic for the LeMoyne-Owen College's Quality Enhancement Plan, treatment of the topic is a challenge. Of particular interest is how to identify communicative indicators in order to assess the relationship they have to improving student learning outcomes. Major issues involve developing strategies for long term assessment and implementation of initiatives that focus on improving student communication competence.

LeMoyne-Owen College has made previous attempts to develop measures to improve student oral and written communicative skills. The measures were as specific as adding oral presentation assignments to English courses and as broad as designing a Writing Across Curriculum program. Other evidence included at least three divisions that focused on enhancing student publications and five divisions that included oral presentation modules in various courses. Though reassuring, what was lacking was a way to link the various initiatives and assess the overall impact of those initiatives on the students' abilities to improve oral and written communication skills.

Determining the relationship between communication and student learning outcomes remains a priority in developing an effective Quality Enhancement Plan for LeMoyne-Owen College. As is often the case with any subject, narrowing a topic as diverse as communication becomes the first task. In linguistics, the terms expression (words, phrases, and sentences), content (meaning of the words, phrases, and sentences), and context (social situation in which the words, phrases, and sentences are uttered) are considered to be aspects of all languages or forms of communication. Therefore, when developing an initiative which focuses on improving communication between students and other constituents, demonstrating understanding of these definition and use of these aspects is critical. Attention must be given to the relationship between the act of transmitting and the act of receiving a thought or concept through language. Attention must also be given to the degree to which the information transmitted or received is comprehended and employed. The exchange between the sender

and the receiver is greatly impacted by the variety of impressions of the information being delivered and received. In order to determine to what level LeMoyne-Owen College wishes to improve student communication, constituents must understand and address challenges to that goal.

### Challenges to Implementing Communication

Evidence of the importance of addressing communication can be found in survey questions posed to LOC faculty, staff, and students. The results indicate that communication issues are a major concern for all constituencies. However, the issues are viewed differently by faculty, staff, board members, and students. Faculty and staff focused on the communication issues that they viewed as student challenges and shortfalls. The students focused on the communication issues that to them showed the lack of connectivity and engagement of faculty and, perhaps, staff. According to Reisberg (2000), “student interaction with faculty members,” “how much the college helps [them] cope with non-academic responsibilities” and “support social life” factor highly in how well student succeed in learning.” However, Wellman (2000) warns that “assessment of learning is an imperfect science, one that has not yet evolved into measures that are commonly understood and easily transferable to different types of institutions.” Wright (2006) echoes Wellman’s position, stating that “most postsecondary faculty never learned about assessment in graduate school, and to make the matter more complicated, the very meaning of the word assessment has evolved significantly over the last 20 years, thereby creating a tremendous amount of confusion.”

Clark (2002) surmises that “Ultimately...we need to assess how our practices impact on the actual learning outcomes that we hope will endure after participation in our courses, workshop, or informal encounters are long past. These hopefully enduring consequences, which include attitudes, knowledge, and skills, deserve substantially more of our attention.” However, Glenn (2009) reveals “...that many college leaders are worried that their students do not know about the learning outcomes they are supposed to achieve.” Hebel (2011) adds that if “[s]tudents ...understand the purpose of the courses they take [,] [they] usually learn more effectively.” Docan-Morgan (2007) adds that it is important to remember that communicating clear instructional objectives (learning outcomes) is second only to presenting the objectives.

#### Student Achievement and Instructional Objectives

Students’ achievements are often measured by their understanding of the instructional objectives for courses. Therefore, there needs to be consensus not only on the focus of the topic but also in how faculty, staff, and students understand and respect the student learning outcomes that are selected. Manning and Ray (1993) state that it is important to understand that the “...process for gradual self-exposure involves a very complicated procedure that must be enacted during the demands of unscripted, sequential, conversational interaction.” Riches and Foddy (1989) note that “task cues—nonverbal behaviors that give information—and categorical cues—indicators of social groupings which influence individual expectations in an interaction situation”—greatly affect students’ ability to evaluate their performance as speakers.

It is prudent to be cautious as educators in how expectations for improving oral communication skills are presented to students. Beyond the need for students to acquire effective speaking practices is the responsibility of making sure that they “see” themselves in the process. Carter (1999) states that “some argue that...students do not reject academic achievement, but rather resist the cultural default—that which is regarded as ‘normal’ or ‘regular’. It is important then to make sure that LeMoyne-Owen College’s QEP goals allow “students [to] convert their own cultural resources into capital to maintain valued status positions within their communities (Carter 2003).

This consensus may require a major shift in the way faculty, staff and students engage in the notion of academic pursuits. Understanding the societal and cultural shifts that impact learning styles is a first step. Arguing in support of a core curriculum, Lewis (2007) makes a very significant point that impacts the discussion on communication, including assessing of its significance on the campus. He writes that though “students are less homogeneous than they used to be in ethnicity, gender, and socioeconomic background,” they do have one thing in common. “They all will be citizens...voters and the political candidates for whom we vote (2007). Glenn (2009) notes that academicians are well aware that a student’s acquisition of course-distribution requirements alone is not the goal of higher education. He writes, “Much more important than any course-distribution formula...is that promotion of ‘honest thinking, clearness of expression, and the habit of gathering and weighing evidence before forming a conclusion.” Hirshman and Hrabowski (2011) add that “...the culture of the



institution...manifest[s] itself in every aspect of daily life on the campus. It is reflected in the questions we ask (and those we don't ask), the achievements we measure and highlight (and those we ignore), and the initiatives we support (or don't support). In this context, we believe that changing our institutional cultures to focus more directly on broad societal challenges is critical to the future of higher education—and to the larger society.” As an institution that promotes itself as an urban laboratory, LOC would benefit from addressing communication in an integrative way with community assistance.

#### Student and Faculty Interactions

Interaction between faculty and students in classroom settings remains a critical topic. Not surprisingly, issues with communication were a common subject in how well the instructors delivered and the students recalled the information. Goodboy and Myers (2008) note that “[t]eacher confirmation is the process through which instructors communicate to students that they are recognized and acknowledged as valuable and significant individuals.” A study by Docan-Morgan and Manusov (2011) shows that “students who reported positive instrumental, personal, and locational turning point events also reported increased cognitive learning, affective learning, and student motivation following the turning points.” These outcomes were directly related to student “changes in willingness to approach the teacher, seek help, and changes in perceptions of their relationship with the teacher.” Schrodtt et al., (2009) examines extensive research that reveals a basic premise: “that instructor credibility is one of the most important variables affecting the teacher-student relationship.” The

variables include but are not limited to “instructors who use affinity-seeking behaviors (Frymier & Thompson, 1992), verbal and nonverbal immediacy cues (Johnson & Miller, 2002; Teven & Hanson, 2004), argumentative messages (Schrodt, 2003), appropriate amounts of technology (Schrodt & Turman, 2005; Schrodt & Witt, 2006), and who engage in out-of-class communication with their students (Myers, 2004).”

It is evident, then, that instructors must closely observe how students interact with them and how that interaction affects positively or negatively students’ acquisition of information. An unwillingness to do so may lead students to perceive instructors’ action or comments as a disregard for their well-being. According to Goodboy and Bolkan (2008), research has shown that this disregard may lead to teachers being labeled as incompetent (lack of concern for student or course content), indolent (“boring or confusing lectures”, giving unfair tests, or lack of knowledge of information relevant to the course), or offensive (“verbally abusive or unreasonable”, which “include[s] making fun of students and acting condescending”). In another article, Goodboy and Bolkan (2009) recognize the results of teacher misbehaviors which can manifest in “common student communication behaviors...student resistance and student participation.... Student resistance refers to students’ constructive or destructive oppositional behaviors used in the classroom to resist instructors’ persuasive attempts....Student class participation refers to any comments or questions that students offer or raise in class....Student participation is indispensable considering that learning is an active process...and students remember course

content better when engaged in class.” Avoiding those negative perceptions, then, remains a high priority if instructors are to achieve their ends, which is to impact each student in a constructive way and to impart knowledge as a means for personal growth.

### Building Best Practices through Innovation

Creating an environment that promotes substantive changes in how students understand and demonstrate improved communication will be the best course of action for developing the QEP at LeMoyne-Owen College. This will involve innovative teaching strategies, enhanced engagement of staff, and an integrative communication system that allow students to demonstrate levels of effectiveness in written and oral communication. This will involve collaboration and participation among the faculty, staff, and students in promoting and assessing the measures that will determine the success of the QEP and its impact at LeMoyne-Owen College and the community it serves.

The National Association of Colleges and Employers conducts a Job Outlook survey annually. In 2011, verbal communication was ranked as the top skill/quality that they were looking for in new employees. In 2012, the survey found that on a scale of 1-5 with 5 being extremely important, verbal communication had a weighted average of 4.59 falling in second place just behind teamwork.

Emanuel (2011) is concerned that college students today are not getting adequate oral communication education. To build students’ foundation of oral communication, he proposed that colleges offer a broad introduction to oral

communication just as they offered introductory courses in other disciplines. However, it is important that oral communication is not just relegated to one speech class. Girard et al (2011) conducted a study that found most students believe that class presentations are valuable and positively improve their public speaking skills. The results also found that although students did not necessarily like the practice of peer-evaluation, the more involved students were with presentations, the more they learned and improved their communication skills.

As enrollment in the college's Accelerated Degree Completion Program increases, the number of non-traditional students increases as well. According to Houser (2005), research has shown that the communication behaviors traditional college students (ages 18-23) value in faculty are: "nonverbal immediacy, verbal immediacy, affinity seeking, and clarity." However, non-traditional students did not have a strong desire to be close to faculty members. Instead, they wanted teachers who "understood that they were individuals with specific educational goals based upon previous life experiences." Traditional and non-traditional students have different communication needs. Thus, efforts to improve communication must keep these differences in mind.

Phillips et al. (1991) notes that, "If a person is required to perform before learning techniques of performance, the resulting negative audience responses could, theoretically, condition fears that could become fullgrown performance anxieties on subsequent occasions." Thus, it is important that students have an oral communication foundation before they are asked to make presentations because without proper guidance, a student may develop communication

anxiety. Communication anxiety can negatively impact a student's performance. Hunt et al. (2005) found that communication anxiety affects students' performance in the classroom and that students with communication anxiety were more likely to be academically at risk.

MacIntyre et al. (1999) conducted a study to measure the willingness to communicate, perceived competence, self-esteem, extraversion, emotional stability, and communication anxiety of 226 university students. In their study, they used the following 5 scales: Willingness to Communicate Scale developed by McCroskey & Richmond, Self-Perceived Competence Scale developed by McCroskey & McCroskey, Communication Apprehension Scale developed by McCroskey, Richmond, and McCroskey, Self-Esteem developed by Rosenberg and Transparent Bi-Polar Inventory developed by Goldberg. The results of the study found that "competence predicted both the speaking time and number of ideas for the easy speaking task, while anxiety predicted the time and number of ideas for the difficult speaking task."

### Summary

Many colleges and universities have focused their QEP's on written communication but fewer have focused on oral communication. The College of the Mainland plans to implement actions that will integrate oral communication skills across the curriculum through the usage of technology such as electronically recorded student presentations and electronic portfolios. Other actions to be implemented include professional development for staff and a

public Student Speakers Showcase which would “further emphasize the potential impact of effective speech.”

### **Actions to be Implemented**

The QEP Advisory Team established that three actions will need to be implemented to achieve the four goals and student learning outcomes for LeMoyne-Owen College’s QEP. The actions are:

1. Establish a QEP office to coordinate the implementation of the goals and objectives.
2. Frame insertion and assessment of speech techniques and presentation skills into selected courses.
3. Provide professional development for faculty and staff to incorporate and assess speech and oral presentation skills.

#### **Action #1: Establishing a QEP Office**

It was determined that three administrative personnel are required to coordinate the various goals and objectives that will impact student learning. The program, first, will need a dedicated space and a full-time director who holds faculty status and whose expertise is in an appropriate discipline. The director’s primary role will be to implement the QEP. His or her responsibility will consist of:

- Providing leadership in the implementation and modification of initiatives
- Assisting with assessment and evaluation
- Coordinating faculty and staff development
- Holding monthly QEP meetings

- Coordinating activities with general education CORE II and major areas
- Preparing progress reports
- Presenting issues related to QEP to campus constituents
- Managing the QEP budget

The program will, also, need a data analyst. The data analyst must have a bachelor's degree and experience in analyzing data and generating reports. His or her responsibility will consist of:

- Managing all incoming data
- Communicating the QEP initiative to various constituents
- Other related duties as assigned

The program will need a full-time administrative assistant. The assistant must have a strong background in organization. His or her responsibility will consist of:

- Managing all incoming correspondence
- Coordinating all office operations and activities
- Communicating the QEP initiative to various constituents
- Generating purchase and check requisitions
- Other related duties as assigned

The QEP office will maintain resources to assist faculty and staff with incorporating speech techniques into their courses and offices, respectively. Assessment will be a primary function of the office as well.

## **Action #2: Frame Insertion and Assessment of Speech Techniques and Presentation Skills into Selected Courses**

### **A. GENERAL EDUCATION (CORE II)**

Incorporating speech techniques into courses for freshman and sophomore students will succeed by establishing them into the required 15 general education courses. Students will become familiar with the language of communication (terminology and expectation) and how to master each technique. To assure that students have ample exposure to each technique, the techniques will be assigned to multiple courses. The courses listed below will be assigned to one of the skills that students will improve: vocal variety (pitch, pace, volume), pronunciation, and articulation. The list below is an example of how the techniques may be distributed among the 15 required general education courses:

Introduction to Microcomputers (COSI118) Pronunciation

English Communications I (ENGL111) Vocal Variety

English Communications II (ENGL112) Articulation

Human Literary Heritage (ENGL205) Pronunciation

Freshman Seminar I (FRSM101) Vocal Variety

Freshman Seminar II (FRSM102) Vocal Variety

African American History I (HIST221) Articulation

Lifetime Fitness (HLFW129) Vocal Variety

The Awakening World (HUMN211) Pronunciation

The Global Village (HUMN212) Articulation

Survey of College Math (MATH111) Pronunciation

Concepts of Algebra (MATH112) Articulation



Biological Science (NATS110) Articulation

Physical Science (NATS112) Pronunciation

Introduction to Power and Society (SOSI111) Vocal Variety

The adopted speech textbook will be the foundation for all exercises, and the rubric, assessment, and evaluation forms are tied to the language of the textbook. Faculty will be given creative license to design exercises that reflect the content of the courses that they teach.

The QEP Director, with consultation from the QEP Advisory Team and the faculty, will finalize the design of the oral communication rubric. The rubric will provide students with the type and significance of the technique and how the student will be rated on the assigned technique for the course.

The QEP Director, with consultation from the QEP Advisory Team and the faculty, will finalize the design of the skills assessment for oral communication. The skills assessment for oral communication will provide students with a means for measuring the success of their acquisition of speech delivery skills.

The QEP Director, with consultation from the QEP Advisory Team and the faculty, will finalize the design of the oral communication evaluation form. The oral communication evaluation form will provide immediate feedback and allow faculty to determine a course of action to enhance students' mastery of assigned technique in order to improve students' speaking skills.

## **B. MAJOR AREA CORE**

To measure students' success in mastering the techniques and developing strong presentation skills, LeMoyne-Owen College will rely on its

current student assessment model called Student Outcomes Assessment Plan, (SOAP). The plan is designed to measure student attainment of major areas at the sophomore, junior, and senior level. Every major has at least four courses that reflect these levels. The QEP will begin with these courses, which will serve as pilot courses, in an effort to strengthen students' oral presentation skills. It is expected that more major area courses will be included in subsequent years in order to provide students with as many opportunities to present as possible during their matriculation.

The four courses will provide students with instruction and feedback for verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation. Imbedded in the instruction and feedback will be consistent evaluation of the improvement of their skills in vocal variety, pronunciation, and articulation. The QEP Director, in consultation with the QEP Advisory Team and the faculty, will establish a variety of venues and diverse audiences for students to present their projects and/or papers.

As with the techniques, the adopted speech textbook will be the foundation for all presentation exercises and the rubric, assessment, and evaluation forms will be tied to the language of the textbook. Faculty will be given creative license to design assignments that reflect the content of the courses that they teach.

The QEP Director, with consultation from the QEP Advisory Team and the faculty, will finalize the design of the oral communication rubric. The rubric will

provide students a measurement of how well they are attaining the identified speech skills and how they are mastering verbal and nonverbal delivery and speaking preparation.

The QEP Director, with consultation from the QEP Advisory Team and the faculty, will finalize the design of the skills assessment for oral communication.

The skills assessment for oral communication will provide students with a means for measuring the success of their acquisition of speech presentation skills.

The QEP Director, with consultation from the QEP Advisory Team and the faculty, will finalize the design of the oral communication evaluation form. The evaluation form will provide immediate feedback and allow faculty to determine a course of action to enhance students' mastery of delivery or preparation in order to improve students' future presentations.

### **Action #3: Professional Development for Faculty and Staff to Incorporate and Assess Speech Skills and Oral Presentations**

#### **Professional Development for Faculty**

It is critical to the success of the QEP that all faculty are consistent in their adherence to the goals and objectives outline for each year of implementation. It is important, therefore, that faculty acknowledge and use the language related to speech development and oral presentation. Faculty will include a narrative regarding speech development and oral presentation in all syllabi. The QEP Director, with consultation from the QEP Advisory Team and the faculty, will develop the narratives. One narrative will be used for the CORE II courses and reflect the speech skills that the students will attain; the other narrative will be included in the four major core courses and reflect the presentation skills that the

student will master. The narratives will be added to subsequent courses that implement the technique or presentation initiatives.

Faculty will receive training in the following areas:

- Using Glossary of Terms Related to Speech
- Using Speech Textbook
- Implementing Assigned Technique (General Education)
- Implementing Skills in Presentation (Major Area Core)
- Using Assessment Instruments in CORE II
- Using Assessment Instruments in Major Area Core

The QEP Director will assist faculty with implementing the goals and objectives of the QEP in their courses as well.

### **Professional Development for Staff**

Hurley (2004) states “recent work in the cognitive sciences argues that imitation is a rare ability and is fundamentally linked to distinctively human forms of intelligences, in particular to language, culture, and our ability to understand other minds.” If this is, indeed, the case, it is just as critical that effort be made to include staff in the process of improving students’ speech and presentation skills. Students interact daily with a host of staff members on the campus. Staff members include clerks, assistants, support staff, such as counselors and directors, technology support staff, and administrators. What students learn in the classroom must be emulated in the world outside of the classroom. Repetition can only take students so far. They must see the application of what they are learning in the environment around them.

According to the Intercultural Development Research Association website, there are two distinct forms of customer service in a school:

- “Internal customer service-how we engage students and staff in the education process, both at building and district levels; and
- External customer service-how our schools and central office personnel engage the community.”

The website goes on to explain that “Internal customer service can go a long way toward helping us understand the unmet needs of our students and staff and improve the quality of our work as a result. External customer service can garner community support in ways that empower our work and strengthen partnerships that are beneficial for students.”

Staff will receive training for the following areas:

- Using Glossary of Terms Related to Speech
- Enhancing key areas that impact customer service:
  - Communication skills
  - Listening skills
  - Problem solving skills
  - Flexibility
  - Initiative
  - Proactiveness
  - Professionalism
  - Task orientation

## **Timeline for Implementation**

The process for implementing *M.A.G.I.C.: Moving a Generation in Communication* will begin the fall semester of 2013 and continued through spring of 2018. The charts on pages 41-44 will illustrate how the implementation will proceed.

In the fall 2012 semester, the QEP Director and the QEP Advisory Team will develop several activities and hold meetings to prepare students, faculty and staff for the implementation of the QEP. The activities and meetings will involve familiarizing the College with the goals, objectives and initiatives outlined earlier in this plan. Special attention will be given to faculty development and the courses that will be impacted by the QEP. Workshops will be designed to assist faculty in integrating specific techniques into general education courses and developing venues and opportunities for presentations in major area core classes. Workshops, also, will be designed to assist faculty in successfully incorporating the adopted speech textbook into general education and major area core classes.

In the spring of 2013, the QEP Director and the QEP Advisory Team will finalize the design of the oral communication rubric, assessment, and evaluation forms that will be used to measure student attainment and to determine what types of additional training will be needed for faculty to assess the students' improvement in general education and major area courses. Workshops will continue in order to assist faculty in executing and assessing speech techniques and oral presentations. Workshops for staff will begin in order to assist key areas

in developing speech that “imitates” the skills that students will be gaining in the classroom.

In the fall of 2013, sections of general education courses that will serve as pilot courses will begin including a speech component into the delivery of course material. The selected major area courses, also, will begin utilizing the new structure for instructing and assessing two oral presentations. The QEP Director and the QEP Advisory Team will work closely with faculty to assist them in the initiative as their first semester progresses. Faculty of identified general education and major area courses will execute the QEP initiatives, actively participate in development workshops and seminars, revise their syllabi and provide timely submission of evaluations and student work for assessment to the QEP office. The QEP Director and the QEP Advisory Team will determine what modifications need to be made to the technology infrastructure in order to support speech in the classroom and on the campus. The QEP Director will coordinate with faculty and key persons on the campus to assist them in using the communication system effectively. Faculty and staff development will continue. Each initiative will be assessed at the end of the semester with recommendation for the following semester.

In the spring of 2014, the pilot general education courses will continue to include a speech component into the delivery of course material. The selected major area courses will continue utilizing the new structure for instructing and assessing two oral presentations. The QEP Director and the QEP Advisory Team will continue to work closely with faculty as their second semester

progresses to assist in the initiative. The QEP Director will coordinate with faculty and key persons on the campus to assist them in using the communication system effectively. Faculty and staff development will continue. Each initiative will be assessed at the end of the semester with recommendation for the following semester.

In the fall of 2014, all sections of the required 15 general education courses that serve as CORE II will begin including a speech component into the delivery of course material. All required major area courses will begin including a speech presentation assignments into the delivery of course material. The QEP Director and the QEP Advisory Team will continue to work closely with faculty to assist them in the initiative.

In the spring of 2015, the QEP Director and the QEP Advisory Team will assist faculty in incorporating new technology in the classroom that will enhance students' ability to acquire a technique in speech or to provide students with an opportunity to present to a variety of venues and audiences. This initiative will run concurrent with the ongoing initiatives executed in fall 2013 and in spring 2014. From the fall of 2015 through the spring of 2017, the QEP Director and the QEP Advisory Team will work to monitor, assess, and assist in the initiatives presented here.



## Timeline for Implementing Goal

| <b>Goal #1: Build systematically students' skills in improving speaking abilities</b>   |   |   |                                     |
|---|---|---|-------------------------------------|
| <b>Objective: To enhance students' retention of identified speech techniques by integrating oral practice and assessment into 15 Core II general education courses</b>  |   |   |                                     |
| <b>Student Learning Outcome: Students will demonstrate improvement in vocal variety (pitch, pace, volume), pronunciation, or articulation at the end of each course.</b><br><b>Students will demonstrate a distinguishable level of improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation at the end of the freshman and sophomore years.</b> |   |   |                                     |
| <b>Initiative</b>   | <b>Activity</b>   | <b>Responsible Person(s)</b>                              | <b>Timeframe for Implementation</b> |
| Establish the techniques that will be used and identify the courses that will incorporate the techniques.   | Meetings and workshops will be developed to identify the courses and to train faculty in incorporating the techniques in the courses.         | QEP Director, QEP Advisory Team                           | Fall 2012 and Spring 2013           |
| Develop assessment instruments that will gauge the students' level of attainment of each technique.   | Sessions will be developed to design the rubric, assessment, and evaluation forms that will be used to assess speech skills in the classroom. | QEP Director, QEP Advisory Team, Faculty, Division Chairs | Spring 2013                         |
| Determine general education that will serve as pilots for incorporating the identified techniques.  | Meetings will be held to select general education courses.  | QEP Director, Faculty, Division Chairs                    | Spring 2013                         |
| Incorporate speech techniques in general education pilot courses.   | Pilot courses will begin including techniques in course instruction.  | QEP Director, Faculty, Division Chairs                    | Fall 2013 and Spring 2014           |
| Assess impact on speech skills for students who completed pilot general education courses.  | Meetings will be developed to assess evaluation and samples of student work related to speech.  | QEP Director, Faculty, Division Chairs                    | Fall 2013 and Spring 2014           |
| Incorporate new technology in courses to enhance speech techniques in required general education courses.   | Required general education courses will begin including the use of new technology in course instruction.                                      | QEP Director, Faculty, Division Chairs                    | Fall 2013 through Spring 2018       |
| Incorporate speech techniques in required general education courses.  | Required general education courses will begin including techniques.   | QEP Director, Faculty, Division Chairs                    | Fall 2014 and Spring 2015           |
| Assess impact on speech skills for students who completed required general education courses.   | Meetings will be developed to assess evaluation and samples of student work related to speech.  | QEP Director, Faculty, Division Chairs                    | Fall 2014 through Spring 2018       |

## Timeline for Implementing Goal

| <b>Goal #2: Improve students' presentation skills</b>  |   |   |                                     |
|--|---|---|-------------------------------------|
| <b>Objective: To enhance students' speech delivery and presentation skills by providing presentation assignments and assessments in major area core classes</b>  |   |   |                                     |
| <b>Student Learning Outcome: Students will demonstrate continued improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation and aspect of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation at the end of each course. Students will demonstrate a distinguishable level of improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation and aspect of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation (thoroughness, engagement, and interest) at the end of the junior and senior years.</b> |   |   |                                     |
| <b>Initiative</b>  | <b>Activity</b>   | <b>Responsible Person(s)</b>                              | <b>Timeframe for Implementation</b> |
| Establish the techniques that will be used and identify the courses that will incorporate the skills for oral presentation.  | Meetings and workshops will be developed to identify the courses and to train faculty in incorporating the skills for oral presentation in the courses. | QEP Director, QEP Advisory Team                           | Fall 2012 and Spring 2013           |
| Develop assessment instruments that will gauge the students' level of attainment of each skill for oral presentation.  | Sessions will be developed to design the rubric, assessment, and evaluation forms that will be used to assess speech skills in the classroom.           | QEP Director, QEP Advisory Team, Faculty, Division Chairs | Spring 2013                         |
| Determine major area courses that will serve as pilots for incorporating the identified skills for oral presentation.  | Meetings will be held to select general education and major area courses.   | QEP Director, Faculty, Division Chairs                    | Spring 2013                         |
| Incorporate oral presentation instruction in major area pilot courses.   | Pilot courses will begin including oral presentation instruction.   | QEP Director, Faculty, Division Chairs                    | Fall 2013 and Spring 2014           |
| Assess impact on speech skills for students who completed pilot major area courses   | Meetings will be developed to assess evaluation and samples of student work that is related to speech.  | QEP Director, Faculty, Division Chairs                    | Fall 2013 and Spring 2014           |
| Incorporate new technology in courses to enhance skills for oral presentation in required major area courses.  | Major area courses will begin including the use of new technology in course instruction.  | QEP Director, Faculty, Division Chairs                    | Fall 2013 through Spring 2018       |
| Incorporate skills for oral presentation in required major area courses.   | Required major area courses will begin including oral presentation instruction.   | QEP Director, Faculty, Division Chairs                    | Fall 2014 and Spring 2015           |
| Assess impact on speech skills for students who completed required major area courses  | Meetings will be developed to assess evaluation and samples of student work that is related to speech.  | QEP Director, Faculty, Division Chairs                    | Fall 2014 through Spring 2018       |

### Timeline for Implementing Goal

| <b>Goal #3: Improve students' presentation of ideas to a variety of audiences by providing faculty and staff development and training</b>  |  |   |  |
|--|--|---|--|
| <b>Objectives: To strengthen students' development of techniques in speech delivery and speech preparation by offering training and resources for faculty and staff on methods of teaching and practicing effective speech</b> |  |   |  |
| <b>Student Learning Outcome: Students will demonstrate improvement in presentation by reviewing their presentations and making specific modifications for future presentations.</b>  |  |   |  |
| <b>Initiative</b>  | <b>Activity</b>  | <b>Responsible Person(s)</b>                              | <b>Timeframe for Implementation</b>  |
| Develop faculty training to equip them with teaching speech in selected courses.   | Workshops and seminars will be developed to begin assisting faculty in how to teach speech in their classes.                                   | QEP Director, QEP Advisory Team                           | Fall 2012 and Spring 2013; Ongoing   |
| Evaluate workshops and seminars for effectiveness.   | Meetings will be developed to assess evaluation and samples of faculty work that is related to speech.   | QEP Director, QEP Advisory Team, Faculty, Division Chairs | Spring 2013; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2018 |
| Develop faculty training to equip them with assessing speech in selected courses.  | Workshops and seminars will be developed to begin assisting faculty in how to assess speech in their classes.                                  | QEP Director, QEP Advisory Team                           | Fall 2012 through Spring 2018  |
| Evaluate workshops and seminars for effectiveness.   | Meetings will be developed to assess evaluation and samples of faculty work that is related to speech.   | QEP Director, QEP Advisory Team, Faculty, Division Chairs | Spring 2013; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2018 |
| Develop opportunities for faculty to record presentation sessions.   | Workshops will be developed to illustrate the use of various lecture capture technology for faculty to use in their courses.                   | QEP Director, QEP Advisory Team                           | Spring 2014  |
| Develop opportunities for faculty to facilitate presentations on best practices.   | Seminar and meetings will be developed to allow for faculty to present best practices related to the incorporation of speech in the classroom. | QEP Director, QEP Advisory Team                           | Fall 2014 through Spring 2018  |
| Develop staff training to equip them with skills in customer service that relates to speech.   | Workshops and seminars will be developed to begin assisting staff in how to incorporate speech components into their offices.                  | QEP Director, QEP Advisory Team                           | Fall 2012 through Spring 2018  |
| Evaluate workshops and seminars for effectiveness.   | Meetings will be developed to assess evaluation and samples of faculty work that is related to speech.   | QEP Director, QEP Advisory Team, Faculty, Division Chairs | Spring 2013; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2018 |

### Timeline for Implementing Goal

| <b>Goal #4: Build a communication infrastructure that is designed to allow student more opportunities to present and receive valuable feedback</b>                        |  |   |  |
|---|--|---|--|
| <b>Objectives: To increase students' awareness of current issues that impact how they formulate topics for speech and engagement as presenters and performers</b>         |  |   |  |
| <b>Student Learning Outcome: Students will demonstrate improvement in their ability to self-evaluate and to determine strategies for changes in future presentations.</b> |  |   |  |
| <b>Initiative</b>   | <b>Activity</b>  | <b>Responsible Person(s)</b>                              | <b>Timeframe for Implementation</b>  |
| Utilize a communication system, which will include digital signage and video/audio capture, to showcase student presentations and performances.                           | Meetings will be developed to assist faculty in using the system to showcase student presentations and performances.                         | QEP Director, QEP Advisory Team                           | Fall 2013 through Spring 2018  |
| Utilize a communication system, which will include digital signage and video/audio capture, to provide a variety of information to students, primarily related to speech. | Meetings will be developed to assist staff in using the system to provide a variety of information to students, primarily related to speech. | QEP Director, QEP Advisory Team                           | Fall 2013 through Spring 2018  |
| Assess impact of communication system in improving students' skills in speech.  | Meetings will be developed to assess evaluation and other feedback that is related to speech.  | QEP Director, QEP Advisory Team, Faculty, Division Chairs | Spring 2013; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2018 |
| Utilize audio and video recordings to provide feedback to student, faculty and staff.   | Reports will be generated to provide feedback to student, faculty and staff.   | QEP Director, QEP Advisory Team                           | Spring 2013; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2018 |

## **Organizational Structure**

The organizational structure of LeMoyne-Owen College enhances the goals for the QEP. The organizational chart for the College provides the line of authority from the board of trustees to the director and those bodies for which the director has responsibility.

### **Administrative Framework to Implement and Sustain the QEP**

The College Administration, represented by the Vice President for Academic Affairs, has been very active in laying a foundation for the development of the QEP. Throughout the identification and development of the QEP, there has been ongoing encouragement and support from the administrative leaders of the college. At different stages in the work of the committee, each college administrator, including the President, has participated in the process. The visible involvement of the College's administrators and leaders in the QEP process has heightened the level of interest and participation from all college stakeholders (board members, faculty, staff, students, alumni and community).

LeMoyne-Owen College's administration understands the importance of providing an organizational structure with clear lines of responsibility to ensure the success of the QEP. To that effect:

- LeMoyne-Owen College will administer its QEP through the Office of Academic Affairs; the QEP Director will report to the Vice President for Academic Affairs. The Vice President for Academic Affairs will engage the

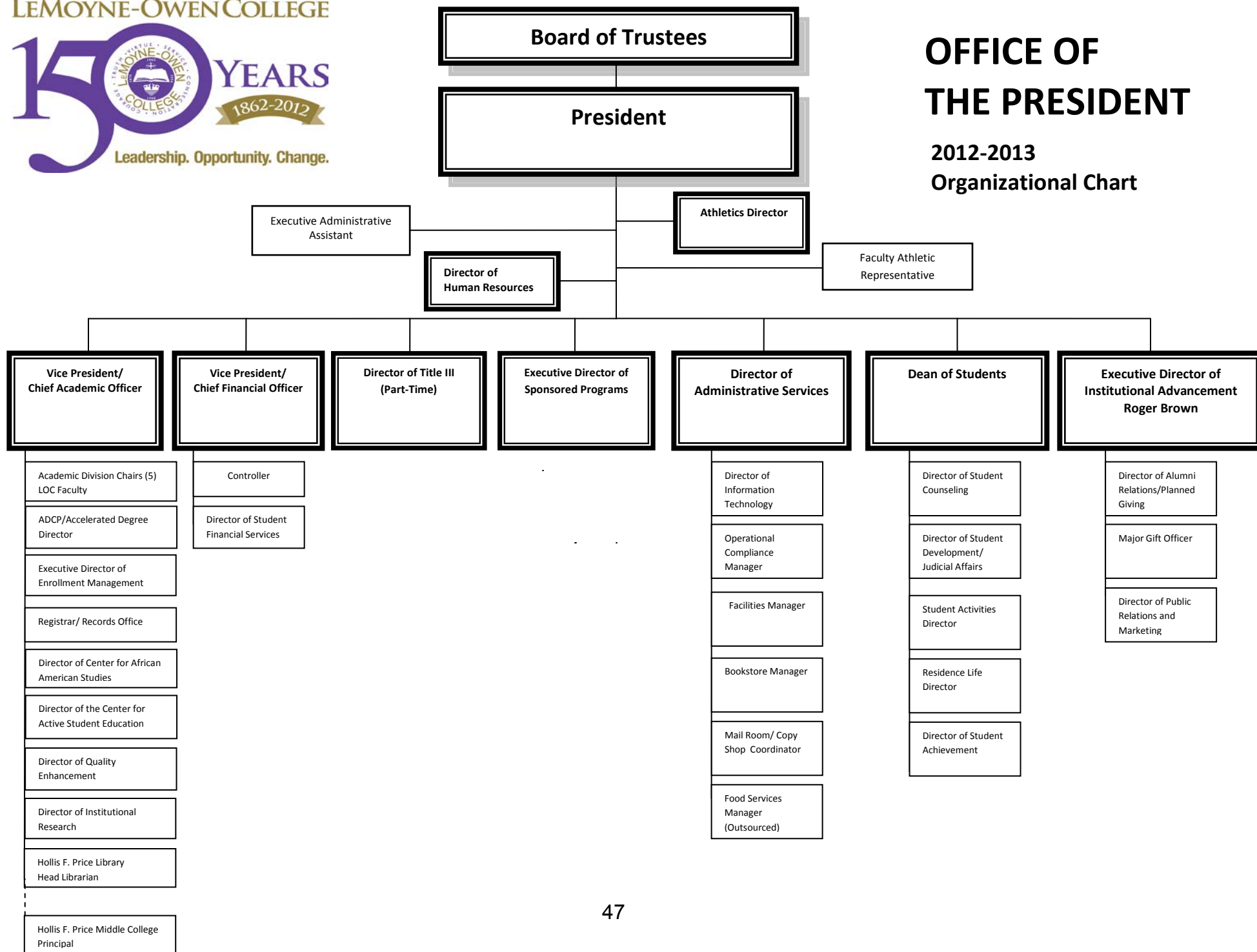
academic departments and faculty in areas of compliance with identified QEP initiatives and support of the QEP.

- The QEP office for *M.A.G.I.C.: Moving a Generation in Communication* will facilitate faculty and curriculum development assessment activities, data management, and plan enhancement, as necessary.
- A QEP Advisory Team, will be composed of college faculty, staff, and students and will provide assistance and support to the QEP Director in the monitoring and assessing the QEP goals, initiatives, and outcomes.
- The Director of Institutional Research, who also reports to the Vice President for Academic Affairs, will provide assistance with data management.

The lines of authority are illustrated in the Organizational chart on the following page. The QEP Director will also collaborate with the Office of Institutional Research to ensure that the plan is in compliance at all times and to obtain assistance with assessment data management. The QEP Advisory Team will assist the QEP Director in the assessment, evaluation, and monitoring of the programs and activities pertaining to the goals and initiatives that will be completed and that will document the progress of the QEP. This committee will also provide recommendations regarding the effectiveness of the plan and for enhancing the plan, when needed. Recommendations from the Advisory Team that call for an adjustment in the plan will be submitted to the appropriate body for approval.

# OFFICE OF THE PRESIDENT

2012-2013  
Organizational Chart



## **Resources**

### **Overview**

LeMoyne-Owen College understands that while the QEP must address an area of weakness that can realistically be improved, the level of success is highly dependent on the evaluation of the current resources and the creation of a realistic budget to carry out the initiatives. The College's leadership is committed to allocating the necessary resources to make the QEP effective and impactful, understanding that this process is designed to be beneficial to the institution. Therefore, over-committing resources, pulling funds away from other key areas of the institution or relying on funding that has yet to come to fruition is not fiscally responsible behavior and will not be a part of this process.

The resources and budgets allocation reflects the 5-year plan for implementing the QEP. A table detailing the 5-year budget is located on page 54. The budget details the implementation period; however, this narrative will include discussion of the cost for the 2012-2013 pre-implementation period. The items included are required for effective implementation and assessment of the QEP goals. The budget, also, takes into consideration the College's financial capacity.

Funding has been allocated for the following areas:

- Personnel
- Equipment
- Assessment Measures
- Faculty and Staff Development



- Course Development and Implementation
- General and Administrative Costs

## **Personnel**

To successfully implement and monitor the QEP will require hiring additional staff. The College has committed to hiring one full-time and two part-time personnel dedicated to the goals of the QEP. The QEP Director will hold a full-time position with faculty status and will serve as a liaison for implementation and management of the QEP to faculty, staff, and students. The Director will received compensation for extra services rendered at a cost of \$8,000 for 2012-2103 and \$10,000 for 2012-2017. The Data Analyst will hold a part-time position and be responsible for gathering, organizing, and processing concrete information and providing QEP departmental reports and statistical data to the QEP office. The data analyst will receive release time, which equates to \$15,000 with fringe benefits of \$3,075 for each of the five years. During the Pre-Implementation period, the Administrative Assistant will hold a part-time position and will be responsible for managing the QEP office. The administrative assistant will receive compensation of \$15,000 for a 12-month period. The Administrative Assistant position will become full-time for the remainder of the five-year implementation period in order to accommodate the number of students, faculty, and activities that the QEP project will support. The administrative assistant will received compensation of \$25,000 plus fringe benefits of \$5,125 for each of the five years.

## **Equipment**

The College has designated office space to accommodate the QEP. Office equipment will include work station furniture and desktop computers for management of daily operations initiative. Laptops and other technology will also be purchased for the purpose of course, faculty and staff development. The expectation is to secure twelve laptops for \$8,400 and provide software that will enhance communication. To increase accessibility, six additional laptops will be purchased for 2014-15 and three for 2015-16 and 2016-2017. This equipment allows the QEP Director to be flexible and work productively with various departments and units on the campus. Software and technology equipment will be purchased to manage information electronically, enhance faculty instruction and student presentation and evaluation. Most notable will be the installation of digital signage communication and audio and video lecture capture systems. The digital signage system is expected to cost an initial \$23,000. There will be additional monitors installed in the following years at a cost of \$10,000 per year. The video lecture capture is expected to cost \$12,000, and the audio lecture is \$3,000 for each year. The software to maintain the system and lecture capture and other technology needs will cost between \$2,400 and \$5,000 each year. Initial purchases will be expected during the years when the software is \$10,000. The furniture purchases will allow for the QEP office and the development space to accommodate effective workshop and seminar sessions and is expected to cost \$5,000 for the first three years of the program.

## **Faculty and Staff Development**

Travel and training expenses have been allotted for the QEP Director who will ensure effectiveness of the implementation and the assessment of the QEP. The QEP Director will attend conferences that include topics reflecting the goals of the QEP. The QEP Director may also attend training in new communication and assessment models or methods that will enhance the goals of the QEP. The QEP Director may identify key faculty who will serve as workshop or seminar facilitators and require that they attend conferences that include topics on student attainment of effective communication skills. The QEP Director may identify key staff members who will serve as workshop or seminar facilitators and require that they attend conferences that include topics on elements of customer service that will enhance the goal of the QEP in providing students' with models of effective communication skills. The identified faculty and/or staff that attend these conferences will bring back the information and strategies and present them in either workshops or seminars. The total allotted for travel and training will be \$5,000 for 2012-2013 and \$2,500 for each year 2013-2017.

Faculty and Staff Development will require additional training in how to understand and deliver effective speech practices to students. Therefore, the development plan will include monthly workshop sessions for all faculty and staff to attend and gain valuable information in engaging students in communication. The budget of the workshops will include the fees for the facilitators and stipends for participating faculty and staff in selected workshops. The development plan will also include seminars on various aspects of communication and speech

delivery, which will be held every other month. The budget for the seminars will include the fees for the facilitators and the acquisition of electronic sessions like webinars. The 5-7 workshops and 4-5 seminars will be conducted over a nine month period, beginning in September and ending in May of each year.

### **Course Development/Implementation**

Course development is critical to the implementation of the goals of the QEP. Therefore, allocated funds will motivate faculty of identified general education and major area courses to incorporate earnestly the initiatives for the success of the QEP. This will require that faculty actively participate in the development workshops and seminars, revising their syllabi and providing timely submission of evaluations and student work for assessment to the QEP office. Each participating faculty member will receive a small stipend of \$200 for their work and commitment to this effort.

The QEP must align with the College's graduate competencies and with the faculty's hard work and understanding of the goal, this can be achieved. The curriculum must be revised; new class frameworks must be developed, and even syllabi must be altered in some classes.

### **General and Administrative Costs**

The QEP Director will be responsible for securing materials and supplies that support the goals of the QEP. General office supplies and workshop supplies will be critical for maintaining the initiatives through the five year implementation period. It is expected that \$4,000 will be allocated for general supplies and \$6,000 will be allocated for workshop supplies. Additionally,

publishing the successful initiatives of the QEP will be of great importance.

Therefore, \$2,000, beginning in fall 2013 will need to be allotted. The College will allocate funds to purchase supplies and other materials as necessary throughout the five year timeframe.

### Summary

The College's leadership, with input with faculty and staff, acknowledge that the QEP topic addresses a critical issue. Furthermore, the 5-year budget that totals \$711,900 is comprehensive as it covers start-up costs, includes training to ensure implementation is realized at a high level, contains committed resources for faculty to increase motivation for success, and allows for a smooth transition after the five year period. The comprehensive budget follows.

### 5-Year Budget

| <b>Personnel</b>  | <b>2013-2014</b>    | <b>2014-2015</b>    | <b>2015-2016</b>    | <b>2016-2017</b>    | <b>2017-2018</b>    | <b>Totals</b>       |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| QEP Director<br>(Extra Compensation)                      | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$50,000.00         |
| Data Analysis Coordinator<br>(Release Time)               | \$15,000.00         | \$15,000.00         | \$15,000.00         | \$15,000.00         | \$15,000.00         | \$75,000.00         |
| Data Analysis Coordinator<br>Fringe Benefits @ 20.5%      | \$3,075.00          | \$3,075.00          | \$3,075.00          | \$3,075.00          | \$3,075.00          | \$15,375.00         |
| Administrative Assistant<br>(Temp Services First<br>Year) | \$25,000.00         | \$25,000.00         | \$25,000.00         | \$25,000.00         | \$25,000.00         | \$125,000.00        |
| Administrative Assistant<br>Fringe Benefits @ 20.5%       | \$5,125.00          | \$5,125.00          | \$5,125.00          | \$5,125.00          | \$5,125.00          | \$25,625.00         |
| <b>Subtotal</b>   | <b>\$58,200.00</b>  | <b>\$58,200.00</b>  | <b>\$58,200.00</b>  | <b>\$58,200.00</b>  | <b>\$58,200.00</b>  | <b>\$291,000.00</b> |
|   |                     |                     |                     |                     |                     |                     |
| <b>Equipment</b>  | <b>2013-2013</b>    | <b>2014-2015</b>    | <b>2015-2016</b>    | <b>2016-2017</b>    | <b>2017-2018</b>    | <b>Totals</b>       |
| Communication System                                      | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$50,000.00         |
| Laptops   | \$8,400.00          | \$4,200.00          | \$2,100.00          | \$2,100.00          | \$2,100.00          | \$18,900.00         |
| Lecture Capture<br>Equipment                              | \$15,000.00         | \$15,000.00         | \$15,000.00         | \$15,000.00         | \$15,000.00         | \$75,000.00         |
| Software  | \$10,000.00         | \$10,000.00         | \$5,000.00          | \$5,000.00          | \$5,000.00          | \$35,000.00         |
| Furniture   | \$5,000.00          | \$5,000.00          | \$5,000.00          | \$0.00              | \$0.00              | \$10,000.00         |
| <b>Subtotal</b>   | <b>\$48,400.00</b>  | <b>\$44,200.00</b>  | <b>\$37,100.00</b>  | <b>\$32,100.00</b>  | <b>\$32,100.00</b>  | <b>\$188,900.00</b> |
|   |                     |                     |                     |                     |                     |                     |
| <b>Assessment Activities</b>                              | <b>2013-2014</b>    | <b>2014-2015</b>    | <b>2015-2016</b>    | <b>2016-2017</b>    | <b>2017-2018</b>    | <b>Totals</b>       |
| Assessment Instruments                                    | \$3,000.00          | \$3,000.00          | \$3,000.00          | \$3,000.00          | \$3,000.00          | \$15,000.00         |
| Travel and Training                                       | \$2,500.00          | \$2,500.00          | \$2,500.00          | \$2,500.00          | \$2,500.00          | \$12,500.00         |
| Software and<br>Maintenance                               | \$1,000.00          | \$1,000.00          | \$1,000.00          | \$1,000.00          | \$1,000.00          | \$5,000.00          |
| <b>Subtotal</b>   | <b>\$6,500.00</b>   | <b>\$6,500.00</b>   | <b>\$6,500.00</b>   | <b>\$6,500.00</b>   | <b>\$6,500.00</b>   | <b>\$32,500.00</b>  |
|   |                     |                     |                     |                     |                     |                     |
| <b>Faculty and Staff<br/>Development</b>                  | <b>2013-2014</b>    | <b>2014-2015</b>    | <b>2015-2016</b>    | <b>2016-2017</b>    | <b>2017-2018</b>    | <b>Totals</b>       |
| Development Workshops                                     | \$20,000.00         | \$20,000.00         | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$70,000.00         |
| On-Line<br>Courses/Webinars                               | \$2,500.00          | \$2,000.00          | \$2,000.00          | \$2,000.00          | \$2,000.00          | \$10,500.00         |
| <b>Subtotal</b>   | <b>\$22,500.00</b>  | <b>\$22,000.00</b>  | <b>\$12,000.00</b>  | <b>\$12,000.00</b>  | <b>\$12,000.00</b>  | <b>\$80,500.00</b>  |
|   |                     |                     |                     |                     |                     |                     |
| <b>Course Development/<br/>Implementation</b>             | <b>2013-2014</b>    | <b>2014-2015</b>    | <b>2015-2016</b>    | <b>2016-2017</b>    | <b>2017-2018</b>    | <b>Totals</b>       |
| Faculty Course<br>Development Stipends                    | \$10,800.00         | \$10,800.00         | \$10,800.00         | \$10,800.00         | \$10,800.00         | \$54,000.00         |
| <b>Subtotal</b>   | <b>\$10,800.00</b>  | <b>\$10,800.00</b>  | <b>\$10,800.00</b>  | <b>\$10,800.00</b>  | <b>\$10,800.00</b>  | <b>\$54,000.00</b>  |
|   |                     |                     |                     |                     |                     |                     |
| <b>General and<br/>Administrative Costs</b>               | <b>2013-2014</b>    | <b>2014-2015</b>    | <b>2015-2016</b>    | <b>2016-2017</b>    | <b>2017-2018</b>    | <b>Totals</b>       |
| Office/Workshop Supplies                                  | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$10,000.00         | \$50,000.00         |
| Publications, Printing, etc.                              | \$2,000.00          | \$2,000.00          | \$2,000.00          | \$2,000.00          | \$2,000.00          | \$10,000.00         |
| <b>Subtotal</b>   | <b>\$12,000.00</b>  | <b>\$12,000.00</b>  | <b>\$12,000.00</b>  | <b>\$12,000.00</b>  | <b>\$12,000.00</b>  | <b>\$60,000.00</b>  |
|   |                     |                     |                     |                     |                     |                     |
| <b>Yearly Totals</b>                                      | <b>\$158,400.00</b> | <b>\$153,700.00</b> | <b>\$136,600.00</b> | <b>\$131,600.00</b> | <b>\$131,600.00</b> |                     |
| <b>Total for 5 Years</b>                                  |                     |                     |                     |                     |                     | <b>\$711,900.00</b> |

## **Assessment**

Assessment measures will be created and utilized for the purpose of measuring the success of the QEP. The QEP outcomes will be evaluated as effective or ineffective based on the anticipated outcomes or goals at the beginning of implementation.

Direct measures will involve the use of Oral Communication Skills Assessment: Speech Delivery and Oral Communication Skills Assessment: Speech Preparation instruments. Faculty will provide students with the skills or presentation rubric during the introductory week of each semester. As a means of familiarizing students with the learning outcomes for the courses, the oral presentation assessment forms will include the same language of the rubrics. This will help students make the connections between the expectations detailed on the rubrics and their performance on the oral assignments. Using the speech delivery and speech presentation rubrics, faculty will complete the applicable assessment form (See Appendices K , L, M, and N). Direct measures may include video and audio recordings of the students presenting a technique exercise in the general education courses and presenting an assignment in the major area courses.

Indirect measures will include evaluations and surveys that will be administered in hardcopy and electronic formats. The evaluations and surveys will enable faculty, student, and staff to provide valuable feedback throughout the QEP process.

It is important to develop an assessment process to measure to what level

students have attained the goals of the QEP. The plan details how student learning outcomes will be measured in the beginning and final stages of the initiatives. The QEP Director and the QEP Advisory Team will review the assessment results and make modifications, if needed, to the QEP. The results will be reported to faculty, staff, students, and other constituencies at various meetings or events throughout each year of implementation. The tables on pages 62 and 63 will illustrate how the assessment will proceed.

### **Course Development and Inclusion of Speech**

Each semester, faculty will evaluate student learning outcomes related to speech and oral presentation skills.

### **General Education Courses**

In the general education courses, faculty will provide students with exercises and assess their speaking skill using the Oral Communication Skills Assessment: Speech Delivery form. These exercises will be developed by the faculty, Division Chairs, and the QEP Director. The first assessment should take place during the first three weeks of the course. Students will be given feedback on their level of proficiency and assigned exercises to strengthen the skill. Students will be reassessed on the same skill at the end of the course, using the Oral Communication Skills Assessment: Speech Delivery form. Students will be provided with an oral presentation evaluation form to rate how well they think they achieve a level of proficiency for the skill in the course (See Appendix Q). At the end of each semester, faculty will submit completed assessments, student exercises, student oral presentation evaluations, and/or recordings to the QEP Office.



## **Major Area Courses**

In the major area courses, faculty will provide students with assignments and assess their presentation skills using the Oral Communication Skills Assessment: Speech Presentation form. These assignments will be developed by the faculty, Division Chairs, and the QEP Director. The first assessment should take place during the first five weeks of the course. Students will be given feedback on their level of preparedness and presentation and will be assigned exercises to strengthen the area(s) of weakness. Students will be reassessed on preparedness and presentation at the end of the course, using the Oral Communication Skills Assessment: Speech Preparation form. Students will be provided with an oral presentation evaluation form to rate how well they think they achieve a level of proficiency in their preparedness and presentation in the course (See Appendix R). At the end of each semester, faculty will submit completed assessments, student assignments, student oral presentation evaluations, and/or recordings to the QEP Office.

## **Student Assessment**

The QEP Director, QEP Advisory Team and faculty will examine assessments, student exercises and assignments, student oral presentation evaluations, and/or recordings. Assessment process and assessment schedule tables that follow this narrative provides an overview of the assessment strategies.

In order to determine appropriate measurements for improvement in speech, students must meet a set of qualifications. The qualifications are as

follows: Student must complete both fall and spring semesters consecutively.

For general education courses, the student will have to take the same technique (outlined in Goal #1) for two consecutive semesters for the measurement to be valid. For example, students must have taken a course that includes articulation in both the fall and spring semesters. For the major area courses, the student will have to take junior or senior level courses for two consecutive semesters for the measurement to be valid.

The goal is to work with students during registration to ensure that they take general education courses in the correct sequence. Below is an example of how students may take a variety of courses that offers the same technique for the fall and spring semesters.

Fall Semester

| Articulation | Pronunciation | Vocal Variety |
|--------------|---------------|---------------|
| ENGL112      | COSI118       | HFLW129       |
| NATS110      | HUMN211       | ENGL111       |
|              | MATH111       | FRSM101       |
|              |               |               |

Spring Semester

| Articulation | Pronunciation | Vocal Variety |
|--------------|---------------|---------------|
| HIST211      | NATS112       | FRSM102       |
| HUMN212      | ENGL205       | SOSI118       |
| MATH112      |               |               |
|              |               |               |

Sequencing is not required for the major area courses as the focus of speech preparation and presentation will require examining all of the identified skills that are outlined in Goal #2. It is expected that of the 71% of students who

typically return for the spring semester 60% of those students will have taken the courses in the correct sequence. Of those 60% of students who completed the first and second assessment in the course, faculty will input the grades for their second exercise into a database system. The College expects that the second measurement will more accurately reflect improvement in students' performance. The system will aggregate all of the students' grades from all courses for both semesters and show students' level of improvement.

In order to measure the level of improvement for each student, the QEP Director, QEP Advisory Team and faculty will complete a year-end evaluation of each student who qualifies (See Appendices S and T). They will review the student's assessment data for the fall and spring semesters. In the general education courses, a student's level of improvement is considered distinguishable if his or her speaking skill measures at least 3 points higher between the first semester grade and the second semester grade. The expectation, then, is that the student will continue to improve during his or her matriculation and no further intervention is needed. If a student's level of improvement is considered observable or notable, 1-2 points higher between the first semester grade and the second semester grade, the student will be given other opportunities to improve whatever technique or skill that he or she is lacking. If a student's level of improvement is unobservable, 0 points higher between the first semester grade and the second semester grade, the student will be reassessed to determine the challenge and be given opportunities to improve whatever technique or skill that he or she is lacking.

These students will be given prescribed exercises that reflect the technique or presentation skills they still need to master (See Appendix U). A variety of exercises will be developed to create a comfortable environment for students to hone their skills. The QEP office, with divisional support, will monitor and communicate with students and faculty regarding students' level of completion of the prescriptions. To create additional levels of linkage, faculty who teach subsequent courses will review the students' progress and connect their completion of those prescriptions to major area course's oral communication goals.

The QEP Director will report the results of the assessment along with the faculty and student evaluation and survey results to faculty and other key continuants. Based on the results, additional components may be added to the faculty development initiatives to enhance delivery and to increase awareness of student needs that affect speech.

### Summative Assessment

Faculty will include an assessment of oral presentation skills in both general education and major area courses using the existing Student Outcomes Assessment Plan (SOAP). The faculty will determine student learning using Performance Indicators for speech delivery and speech presentation (See Appendices I and J). They will examine evidence and make recommendations using the Benchmark Evidence Forms (See Appendix O). These recommendations that will be placed on an Assessment Mechanism Chart will include both qualitative and quantitative assessment and evaluation

(See Appendix P).

Division Chairs will forward the results and documentation to the QEP Director. Depending on the level of student attainment of the desired skills, the QEP Director, in consultation with the QEP Advisory Team and the Division Chairs, will make recommendations for course modifications in order to meet the specific objective for the course. The Team will seek recommendations from the teaching faculty in order to assist in specified modifications. If necessary, the recommendations may include modification of the evaluation instruments.

#### Formative Assessment

The QEP Director, the QEP Advisory Team, and faculty will review student evaluations of the incorporation of speech into the classroom. The evaluation will include a section for student's to assess their level of attainment and for them to provide suggestions for course improvement (See Appendices Q and R).

The QEP Director, the QEP Advisory Team, and faculty will review satisfactory surveys and questionnaires related to improving verbal interaction in the campus departments and units. The effort will be to restructure future workshops and seminars to improve communication across the campus. The QEP Director, the QEP Advisory Team, and faculty will work collaboratively to select various venues for students to present. Each venue will be assessed, particularly for its impact on student presentations. The venue may be a physical or an electronic space. The audience of each venue will provide feedback of the students' presentations in the form of an evaluation. Students will be given an opportunity to evaluate their presentations and the impact the venue had on their performance

(See Appendix V).

Annually, the QEP Director and the QEP Advisory Team will conduct surveys to assess the impression of the success of the QEP among students, faculty, and staff. These surveys will provide valuable information for the Team that can validate the direction of the QEP. They can, also, bring attention to areas of the QEP that need refinement.

### **Faculty Development**

Faculty participation in the QEP is primary. Therefore, the faculty development plan for the QEP will consist of workshops and/or seminars that will provide faculty with the knowledge for implementing QEP initiatives into their classes. The assessment of the effectiveness of the workshops/seminars will be accomplished in a variety of ways. Some workshops will focus on defining elements of, implementing and assessing speech delivery and speech preparation. Some workshops will train faculty to use digital signage, video and audio lecture capture technology to enhance students' retention of material through a medium that reflects speech. Some workshops will train faculty on assessing speech delivery and preparation and on providing follow-up exercises and assignments to help students improve speech skills. The seminars will examine pedagogical and practical themes that impact speech and that are speech related. A timeline will be provided each academic year that includes workshops and other resources for faculty to develop effective delivery of the goals of the QEP (See Appendix W). A list of participants will be kept for all workshops and seminars. Faculty will have an opportunity to evaluate each

workshop they attend (See Appendix X).

Faculty will be encouraged to capture how they are using the techniques and instruction in their classes. They may use video and/or audio recordings. They will be provided an instrument for explaining the process they used in the class and the information that is captured. Faculty will be encouraged to use the digital signage communication system to promote student presentation and to highlight their own accomplishments as models for students. An instrument will be designed for all users of the system in order to determine the most effective use of the system (See Appendix Y).

In addition to the workshops and seminars, faculty will have access to a library of tutorials related to the goals of the QEP. These video and/or audio tutorials will include the following areas:

- Faculty/student interaction,
- Faculty delivery of speech components (techniques, preparation and presentation skills),
- Developing strong assessment strategies,
- Creating effective venues for student presentations,
- Overcoming challenges of implementing speech techniques in general education course,
- Overcoming challenging of implementing preparation and presentation strategies in major area courses, and
- Use of a variety of available technology that will be related to capturing information in an oral format.

Faculty will be encouraged to assist with developing and narrating many of the tutorials in order to increase collegial engagement.

### **Staff Development**

Staff participation in the initiatives for the QEP will further enhance students' ability to retain the skills and to employ them regularly. Therefore, the staff development plan for the QEP will consist of workshops and/or seminars that will provide staff with the knowledge for implementing QEP initiatives into the day-to-day operation of their offices.

Some workshops will focus on defining elements of speech delivery and speech preparation. Some workshops will focus on defining aspects of customer service that is directed related to speech. Some workshops will train staff to use digital signage, video and audio lecture capture technology. Assessment of the effectiveness of the workshops/seminars will be accomplished in a variety of ways. A timeline will be provided each year that includes workshops and other resources for staff to develop effective delivery of the goals of the QEP (See Appendix W). A list of participants will be kept for all workshops and seminars. Staff will have an opportunity to evaluate each workshop they attend (See Appendix Z).

Staff will, also, be encouraged to capture how they are using communication, listening, and problem solving skills in their offices. They may use video or audio recording to create examples of other aspects of customer service: flexibility, initiative, proactiveness, professionalism, and task orientation.

In addition to the workshops and seminars, staff will have access to a



library of tutorials related to the goals of the QEP. These video and/or audio tutorials will include the following areas:

- Staff/student interaction,
- Staff delivery of critical elements of customer service,
- Developing strong assessment strategies,
- Creating effective venues for student presentations,
- Overcoming challenges of designing offices to enhance students' impression of the importance of non-verbal and verbal communication, and
- Use of a variety of available technology that will be related to capturing information in an oral format.

Staff will be encouraged to assist with developing and narrating some of the tutorials in order to increase cross-campus engagement.

### **Technology Infrastructure**

As a part of the strategy in the implementation of the QEP, the digital signage communication system will need to be fully operational before the fall 2013 semester. The assessment of the system will begin in the spring of 2013 and will undergo an annual assessment of its efficacy to the QEP. The system will allow for diversity in how students see and hear information about campus life and their major and career goals. Students will be updated regularly on upcoming events, activities, and institutional initiatives. They will be alerted to changes in registration, financial aid, advising, etc. In an effort to increase their knowledge of diverse themes that is in line with Goal 3, students will be provided

with information that is relevant to several major areas on the campus as well as current events. Informed students are empowered students. It is our belief that providing information in this format allows students to receive the information in a way that is familiar and comfortable to them. They, also, will have opportunities to showcase their presentations. Because the system may display information repetitively, students will access to that information more frequently, which aids in retention of the themes and ideas. With the assistance of faculty, student presentations will be videotaped so that excerpts of them may be displayed with the students' permission. Students will be encouraged to lend their voices for narratives that will be included in some of the information to be displayed. Viewers, including students, faculty and staff, will have an opportunity to provide feedback in the form of evaluations and surveys (See Appendices V and Y). Usage data will be collected by the QEP Director and recommendations will be determined by the results of the data.

Video and audio lecture capture will be used to record classroom presentations and improve students' ability to self-evaluate their presentations. The instruments that will be used for presentation will measure how effectively faculty integrates this technology into instruction.

| Table: 4 Assessment Process   |   |   |   |  |
|---|---|---|---|--|
| QEP Goal  | Student Learning Outcome  | Method of Assessment  | Summary of Data to be Collected                               | Proposed Use of Results  |
| Build systematically students' skills in improving speaking abilities | Students will demonstrate improvement in vocal variety (pitch, pace, volume), pronunciation, or articulation at the end of each course. Students will demonstrate a distinguishable level of improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation at the end of the freshman and sophomore years.  | Student Outcomes Assessment Plan (Benchmark Evidence Forms and Assessment Mechanism Charts); Student, Faculty, Staff Evaluations, Year-End Assessment Forms | Oral Presentation Skills Assessment form; Student Exercises   | Improve delivery methods and modify instruction of techniques and oral presentation to enhance student attainment of speech skills       |
| Improve students' presentation skills                                 | Students will demonstrate continued improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation and aspect of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation at the end of each course. Students will demonstrate a distinguishable level of improvement in vocal variety (pitch, pace, volume), pronunciation, and articulation and aspect of verbal and nonverbal delivery (appearance, mannerisms, posture, movement and gestures, eye contact, and facial expression) and speaking preparation (thoroughness, engagement, and interest) at the end of the junior and senior years. | Student Outcomes Assessment Plan (Benchmark Evidence Forms and Assessment Mechanism Charts); Student, Faculty, Staff Evaluations, Year-End Assessment Forms | Oral Presentation Skills Assessment form; Student Assignments | Improve delivery methods and modify instruction of techniques and oral presentation to enhance student attainment of presentation skills |

|  |  |  |  |  |
|--|--|--|--|--|
| Improve students' presentation of ideas to a variety of audiences by providing faculty and staff development and training          | Students will demonstrate improvement in presentation by reviewing their presentations and making specific modifications for future presentations. | Workshop Activities                            | Faculty and Staff Evaluations, Questionnaires, Surveys | Provide specific training to faculty and staff to enhance student attainment of speech and presentation skills |
| Build a communication infrastructure that is designed to allow student more opportunities to present and receive valuable feedback | Students will demonstrate improvement in their ability to self-evaluate and to determine strategies for changes in future presentations.           | Usage Log, Student, Faculty, Staff Evaluations | Student, Faculty, Staff Evaluations and Surveys        | Provide adequate opportunities for students to enhance student attainment of speech and presentation skills    |

**Table: 4 Assessment Schedule**

| <b>QEP Goals</b>  | <b>2013</b>  | <b>2014</b>   | <b>2015</b>  | <b>2016</b>  | <b>2017</b>  | <b>2018</b>  |
|---|--|---|--|--|--|--|
| Build systematically students' skills in improving speaking abilities | Pilot General Education courses begin implementing selected techniques in the classroom; assessment data is collected at the end of each semester; recommendations forwarded and changes made to assigned classes. | All required General Education courses begin implementing selected techniques in the classroom; assessment data is collected at the end of each semester; recommendations forwarded and changes made to assigned classes. | All required General Education courses continue implementing selected techniques in the classroom; assessment data is collected at the end of each semester; recommendations forwarded and changes made to assigned classes. | All required General Education courses continue implementing selected techniques in the classroom; assessment data is collected at the end of each semester; recommendations forwarded and changes made to assigned classes. | All required General Education courses continue implementing selected techniques in the classroom; assessment data is collected at the end of each semester; recommendations forwarded and changes made to assigned classes. | All required General Education courses continue implementing selected techniques in the classroom; assessment data is collected at the end of each semester; recommendations forwarded and changes made to assigned classes. |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| Improve students' presentation skills   | Pilot Major Area courses begin implementing oral presentation assignments in the classroom; assessment data is collected at the end of each semester.                                       | All required Major Area courses begin implementing oral presentation assignments in the classroom; assessment data is collected at the end of each semester.                                | All required Major Area courses continue implementing oral presentation assignments in the classroom; assessment data is collected at the end of each semester.                             | All required Major Area courses continue implementing oral presentation assignments in the classroom; assessment data is collected at the end of each semester.                             | All required Major Area courses continue implementing oral presentation assignments in the classroom; assessment data is collected at the end of each semester.                             | All required Major Area courses continue implementing oral presentation assignments in the classroom; assessment data is collected at the end of each semester.                             |
| Improve students' presentation of ideas to a variety of audiences by providing faculty and staff development and training | Four-six faculty development workshops developed and executed; two-three staff development workshops developed and executed; travel to conferences on communications and reports completed. | Four-six faculty development workshops developed and executed; two-three staff development workshops developed and executed; travel to conferences on communications and reports completed. | Four-six faculty development workshops developed and executed; two-three staff development workshops developed and executed; travel to conferences on communications and reports completed. | Four-six faculty development workshops developed and executed; two-three staff development workshops developed and executed; travel to conferences on communications and reports completed. | Four-six faculty development workshops developed and executed; two-three staff development workshops developed and executed; travel to conferences on communications and reports completed. | Four-six faculty development workshops developed and executed; two-three staff development workshops developed and executed; travel to conferences on communications and reports completed. |

| <b>Table: 4 Assessment Schedule cont.</b>  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>QEP Goals</b>   | <b>2013</b>  | <b>2014</b>  | <b>2015</b>  | <b>2016</b>  | <b>2017</b>  | <b>2018</b>  |
| Build a communication infrastructure that is designed to allow student more opportunities to present and receive valuable feedback | Faculty and staff training on digital signage system and lecture capture continued; faculty present best practices using system. | Faculty and staff training on digital signage system and lecture capture continued; faculty present best practices using system. | Faculty and staff training on digital signage system and lecture capture continued; faculty present best practices using system. | Faculty and staff training on digital signage system and lecture capture continued; faculty present best practices using system. | Faculty and staff training on digital signage system and lecture capture continued; faculty present best practices using system. | Faculty and staff training on digital signage system and lecture capture continued; faculty present best practices using system. |

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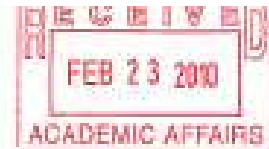
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# APPENDICES

- A. Focus Group Results for QEP Topic Selection (Students)
- B. Focus Group Results for QEP Topic Selection (Faculty)
- C. Focus Group Results for QEP Topic Selection (Staff)
- D. Focus Group Results for QEP Topic Selection (Mixed Group)
- E. Survey Results for QEP Topic Selection (Board of Trustees)
- F. QEP Logo Contest and Results
- G. QEP Advisory Team Meeting Agendas
- H. LeMoyne-Owen College 10 Graduate Competencies
- I. Performance Indicators for Speech Delivery
- J. Performance Indicators for Speech Presentation
- K. Rubric for Speech Delivery
- L. Rubric for Speech Presentation
- M. Oral Presentation Skills Assessment: Speech Delivery
- N. Oral Presentation Skills Assessment: Speech Presentation
- O. Student Outcomes Assessment Plan: Benchmark Evidence Form
- P. Student Outcomes Assessment Plan: Assessment Mechanism Chart
- Q. Oral Presentation Skills Assessment: Speech Delivery Evaluation
- R. Oral Presentation Skills Assessment: Speech Presentation Evaluation
- S. Year End Evaluation: Speech Techniques
- T. Year End Evaluation: Speech Presentation
- U. Sample of Prescription for Enhancing Technique
- V. Evaluation of Presentation/Performance and Venue: Student
- W. Timeline for Faculty/Staff Development Initiatives/Activities 2012/2013
- X. Faculty Workshop Evaluation
- Y. Digital Signage Communication System: Feedback Form
- Z. Staff Workshop Evaluation

## Appendix A: Focus Group Results for QEP Topic Selection (Students)

TO: Dr. Barbara Frankle, Dean of Faculty  
FROM: Michael S. Washington, Director of Human Resources & Student QEP Focus Group Facilitator  
RE: Feedback from Student Focus Group Session Conducted 2/17/2010  
DATE: February 18, 2010



This is a report on data collected from the above referenced focus group in the following five areas:

### Communication Skills

- Establish a Speech Club
- Establish a Sign Language Association
- Begin an International Club where student travel and learn to speak different languages

### Quantitative Skills

- Establish a personal finance club
  - Learn about stocks, bonds, savings and investing
- Math meet/club and or math debate club
- Implement a Math Fraternity (student organizations)
- Provide a mathematical database

### Critical Thinking Skills

- Annual e-mail to student about what critical thinking is and its value
- Encourage the establishment of a debate team
- Hold more forums with students and administrators to discuss various topics i.e. the Men's Forum held last year during the Presidential inauguration
- Student body luncheon less lecture and more student interactive
- Encourage students to participate in on and off campus activities that facilitate them to think

### Valuing Education

- More study group opportunities (based on division: SABS, Humanities, etc.)
- Midnight breakfast during finals
- More rewards for Academic Success
- Posting student accomplishments and scores by division
- More Internship opportunities
- Push students to register for Career Services
- Peer counseling/open group discussions
- Increase ADCP involvement across the campus

### Technology

- Install software programs on campus computers that help students better understand certain courses
- Create social network groups that have Q & A for students that need help with technology course, such as COSI 118
- Establish Wi-Fi connections campus-wide
- Teachers should put class lectures and work on U2 campus so students can review the lectures on their own time

Attachments: Participant sign-in sheet and participant original data by category

## **Appendix B: Focus Group Results for QEP Topic Selection (Faculty) (Excerpt)**

### **QEP Faculty Focus Group**

3:00 P.M. Thursday February 18, 2010

**Facilitator:** Wanda Blair-Jones

**Attendees:** Dr. Nabil Bayakly, Mr. Joey Edwards, Mr. Tom Graves, Dr. Robert Hill, Mrs. Annette Hunt, Dr. Bobbie Shaw-Hunter, Mr. Gerald Joyner, Mr. Michael Robinson, Mrs. Daphne Whitaker

**Absent:** Mr. Clyde Battles, Ms. Damita Dandridge, Mr. Dorsey Patterson

The faculty group identified the following strategies to address the five areas of concern.

#### **1) Communication Skills (Speaking, Writing, & Listening)**

- a. Students should be responsible for giving **required oral presentations in all core courses** and the presentations should count for at least 10% of the final grade.
- b. Develop a **standardized rubric which incorporates capstone evaluation criteria in earlier classes**, beginning at the freshman level and continuing throughout sophomore, junior and senior level classes.
- c. **Mandate a speech course** by the sophomore year end.

#### **2) Learning Behaviors (Ethics, Values, Goal Setting, & Study Skills)**

- a. Recognizing that students must be present in order to learn; **enforce the absentee policy** "...after four absences a mandatory meeting with the counselor is required".
- b. Incorporate area-specific, **professional tutoring**. Paid tutors.
- c. Incorporate a **Learning Styles Inventory** at the beginning of every course.
- d. Require instructor and student **use of "turnitin.com"** for papers.

#### **3) Quantitative Skills**

- a. Incorporate **area-specific tutoring**.
- b. Require students to **utilize software** that will help them build competencies in basic math facts. Utilize proctors as students utilize the software.
- c. Instructors should focus **one-on-one attention** on an individual student in obvious need (a student who is *not getting it, not engaged or falling behind* in class).
- d. Incorporate a **"Weekend/Evening Warrior" Learning Institute** or classes.
- e. Develop a **rubric for mastery of all assignments**.

## **Appendix C: Focus Group Results for QEP Topic Selection (Staff) (Excerpt)**

### **Staff QEP Focus Group Friday, February 19, 2010**

Attending: Tony Whitsen, Rochelle Landon, Deloris Oliver, Linda Jones, Linda Artis, Tanya Washington-Lee

Facilitator: Margrethe Frankle

#### **General Concerns**

Consistency

Accountability

Cooperation/Teamwork

#### **Communication Skills (Speaking, Writing, Reading, & Listening)**

What can we do to address and improve students' communication skills?

\*Start a Toastmasters Club

\*Public speaking/performance program

\*Across the 4 years

\*Every student participates

\*Learn to speak appropriately, both professionally and generally

\*Train faculty on appropriate (interpersonal) communication skills and have them transfer these to students

\*Life skills program (dress, speech, dinner etiquette)

\*Require all instructors to tie at least two assignments to using LOC resources (power campus, email, etc.)

#### **Learning Behaviors (Ethics, Values, Goal Setting, & Study Skills)**

How can we facilitate students' ability to consider and reflect upon their own values and ethics as they relate to setting goals and demonstrating positive study skills?

\*Teach & encourage students to utilize organizational strategies (i.e., keep up with their paperwork)

\*Using existing policy, emphasize high expectations and standards starting in Freshman Seminar and continuing through the following years.

\*Sign a statement

\*Involve student government in promoting high expectations & standards

\*Hold regular faculty/staff meetings and/or retreats

\*Provide staff with professional development on students with special needs, adult development, multiple intelligences, etc.

#### **Quantitative Skills**

More than 60% of our students fail to pass Developmental Math. What can we do to change this?

\*Peer-to-peer study groups

NOTE: Mr. Whitsen has started a once a week study group. Students come to 209 in the student center from 7:00-8:00 pm every Wednesday and simply study. Mr. Whitsen is present and studies too; in other words, he is not there to manage or interact with the group, but to show his support and to model good study habits. Mr. Whitsen keeps records of who attends and monitors their grade-point averages.

\*Institutional Research leading to targeted interventions

\* Survey student skills – see where they are lacking – offer individual interventions in these areas

\* Collect data on failure rate

\*Per math instructor

\*For absences, dropping out, etc.

## **Appendix D: Focus Group Results for QEP Topic Selection (Mixed Group)**

### Focus Group Report

Mixed Group: Faculty, Staff and Students

There were five focus group participants in attendance for the Friday February 19, 2010.

Below are some suggestions from this group.

- Implement a college readiness program with local high schools
- Determine schools that are feeder schools for LeMoyne-Owen and offer remedial courses for students before they get to the campus
- Offer cooperative education experiences to students in their program areas
- Incorporate more opportunities in each class for students to make presentations to develop their oratory skills (Freshman Orientation especially)
- Redevelop Freshman Orientation/Seminar class to go over the ethics, values, goals settings, dress code, time management and history of the college
- Offer a required computer science course for all students
- Include laptops into the student fees (technology fees) allowing students to gain access to the online library as well as develop skills in software applications
- Require an Introduction to Philosophy/Introduction to Logic class to help students develop their critical thinking skills.

## **Appendix E: Survey Results for QEP Topic Selection (Board of Trustees)**

### LeMoyne-Owen College Summary of Board of Trustees Response to Quality Enhancement Plan Survey February 13, 2012

At the meeting of the Board of Trustees of LeMoyne-Owen College on October 11, 2011, the members were asked to complete the following survey:

“Please list three (3) communication skills every LeMoyne-Owen student should possess when they graduate.” Subsequently, the survey was also disseminated electronically. A total of ten responses were received. Following is a summary of the results.

#### **Writing**

- Grammatically and syntactically correct
- Distinction between private and public communication
- Clear and coherent presentation of subject matter
- Critical and analytical presentations appropriate to disciplines
- Base discussion on solid knowledge
- Competent use of language

#### **Oral**

- Articulate complex concepts
- Ability to make formal presentations grammatically, clearly and with appropriate tools
- Debating/persuasive tools

#### **Technical/Electronic**

- Mastery of varied electronic tools
- Understanding of privacy/ethics in use of electronic communication

#### **Listening**

- Direct eye contact
- Civil discourse
- Recognition of diverse points of view

Command of at least one language other than English

Use research skills to substantiate communication

Aa:bsf:2/8/12



## Appendix F: QEP Logo Contest and Results

### LeMoyne-Owen College QEP LOGO CONTEST

#### What's a QEP?

The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC), LOC's accrediting body, requires that the college develop a Quality Enhancement Plan (QEP) as part of the reaccreditation process. A QEP is a five-year plan to improve the learning environment and increase student learning. LOC's focus will be improving skills in oral communication.

#### THE CHALLENGE

Design a logo that will reflect the QEP title:

**M.A.G.I.C.: Moving a Generation in Communication**  
A Quality Enhancement Plan

#### THE PRIZE

The winning entry will receive a Kindle Fire.

#### THE PURPOSE

- ✿ The purpose of logo is to raise awareness of LOC's 5-year QEP plan.
- ✿ The winning entry will be used as a college-wide marketing tool.

#### COMPETITORS

This contest is open to all students, faculty, and staff of LOC.

#### SUBMISSION GUIDELINES AND DEADLINES

1. The entry deadline is **Monday, May 14, 2012 at 12:00 PM. No entries after that date and time will be accepted.**
2. The design must be an original work.
3. Entries can be submitted on paper or in electronic format such as CD, Flashdrive, or an email attachment. Any digital images or artwork should be submitted in at least 300 resolution.
4. Entries should be presentation ready and in color.
5. The final entry should be no larger than 8 ½" x 11" and no smaller than 4 ¼" x 5 ½"

Entries should be submitted to Dr. Linda White, Steele Hall-Room 204, or emailed to [linda\\_white@loc.edu](mailto:linda_white@loc.edu).

#### RULES

1. All entries must be designed by an individual—no group entries will be accepted. Only one entry will be accepted for each individual.
2. Entries must not violate the LOC's Student Code of Conduct.
3. The winning entry will be selected by the QEP Advisory Team. The team's decision will be final.
4. By entering this contest, the entrant understands and agrees that the winning logo will be used as marketing material and becomes the property of LeMoyne-Owen College and can be used exclusively by that institution.

Winner



2<sup>nd</sup> Place



## Appendix G: QEP Advisory Team Meeting Agendas (2)

### QEP Advisory Team Meeting

November 16, 2011  
11:00 A.M.  
GOH, Room 115

#### Agenda

- ❖ Introductions
- ❖ Overview of QEP and Process
- ❖ Discussion of Timeline
- ❖ Discussion of Planned Activities for Fall 2011
- ❖ Establish Meetings Dates and Times for Fall, Spring, Summer
- ❖ Adjournment

### QEP Advisory Team Meeting

May 22, 2012  
2:00 P.M.  
GOH, Room 115

#### Agenda

- ❖ Discussion of Timeline for Development of QEP document

| Section of the QEP Proposal           | Length of Section | Deadline      | Lead Writer(s)           |
|---------------------------------------|-------------------|---------------|--------------------------|
| Executive Summary ( <i>one page</i> ) | 1 page            | June 8, 2012  | L. White                 |
| Process Used to Develop the QEP       | 5-6 pages         | June 8, 2012  | L. White                 |
| Identification of the Topic           | 3-4 pages         | June 8, 2012  | L. White                 |
| Desired Student Learning Outcomes     | 4-5 pages         | June 8, 2012  | L. White/J. Saulsberry   |
| Literature Review and Best Practices  | 8-9 pages         | June 25, 2012 | L. White/J. Strickland   |
| Actions to be Implemented             | 8-9 pages         | June 25, 2012 | L. White/R. Calhoun      |
| Timeline/Budget                       | 3-4/4-5 pages     | June 29, 2012 | L. White                 |
| Organizational Structure              | 3-4 pages         | July 6, 2012  | L. White/W. Blair-Jones  |
| Resources                             | 5-6 pages         | July 6, 2012  | D. Carrington/ E. Zagore |
| Assessment                            | 10-15 pages       | July 6, 2012  | L. White/J. Bass         |
| Bibliography                          | 3 pages           | June 25, 2012 | L. White                 |
| Draft Compiled into One document      | Approx. 71 pages  | July 9, 2012  | L. White                 |

- ❖ Editing the QEP Document (Assigned reader) July 20, 2012
- ❖ Final Revisions to the QEP July 30, 2012
- ❖ Adjournment

## **Appendix H: LeMoyne-Owen College 10 Graduate Competencies**

|   |
|---|
| <b>LeMoyne-Owen College Graduate Competencies (CGC)</b> |
|---|

**LeMoyne-Owen College graduates should be able to:**

1. Think creatively, critically, logically, and analytically using both quantitative and qualitative methods for problem solving;
2. Communicate effectively (listen, speak, read, and write) on formal and informal levels;
3. Distinguish, clarify, and refine personal values for the attainment of richer self-perception and relate those values to the value system of others;
4. Appreciate, understand, and know the foundations of the Afrocentric perspective;
5. Appreciate, understand, and know the foundations of diverse cultures in the context of a global community;
6. Appreciate, understand, know and pursue the principles, methods and subject matter that underlie the major discipline(s);
7. Accept social responsibility and provide service to humankind;
8. Maintain levels of literacy that allow them to understand the impact of science and technology on individuals, society, and the environment;
9. Attain motivational, personal management, interpersonal skills, professional development and research experience, as well as resourcefulness that will form the basis for a career and/or further educational experiences;
10. Attain critical skills, frame of reference, and understanding needed to appreciate and discriminate between artistic achievements.

## Appendix I: Performance Indicators for Speech Delivery

### LeMoyne-Owen College

#### Oral Presentation Skills Assessment: Speech Delivery Performance Indicators

LeMoyne-Owen College Graduate Competency #1 (CGC#1): Will be able to communicate effectively (listen, speak, read, and write) on formal and informal levels

| Technique                                  | Unsatisfactory<br>F  | Below Average<br>D  | Satisfactory<br>C   | Proficient<br>B  | Outstanding<br>A   | Evidence  |
|--|--|---|---|--|--|---|
| <b>Articulation</b>                        | Exhibits excessive difficulty producing the sounds of speech correctly so that words are understandable  | Exhibits much difficulty producing the sounds of speech correctly so that words are understandable  | Exhibits some difficulty producing the sounds of speech correctly so that words are understandable  | Demonstrates some ability to produce the sounds of speech correctly so that words are understandable   | Demonstrates ability to produce the sounds of speech correctly so that words are understandable  | Oral Presentation Skills Assessment form; Student Exercises |
| <b>Pronunciation</b>                       | Exhibits excessive difficulty enunciating words; tends to mumble, run words together, or swallow whole phrases   | Exhibits much difficulty enunciating words; tends to mumble, run words together, or swallow whole phrases   | Exhibits some difficulty enunciating words; tends to mumble, run words together, or swallow whole phrases   | Demonstrates adequate enunciation of words and incorporating precision into speech   | Demonstrates effective enunciation of words and incorporating precision into speech  | Oral Presentation Skills Assessment form; Student Exercises |
| <b>Vocal Variety (Pace, Pitch, Volume)</b> | Exhibits excessive difficulty in changing the rate of speaking that impede the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; for being heard or communicating; shows limited participation in oral communication | Exhibits much difficulty in changing the rate of speaking that impede the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; for being heard or communicating; shows limited participation in oral communication | Exhibits some difficulty in changing the rate of speaking that impede the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; for being heard or communicating; shows limited participation in oral communication | Demonstrates adequate changes in rate of speaking that enhances the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; adequate volume that retains the rhythm and inflections of a normal conversation | Demonstrates effective changes in rate of speaking that enhances the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; appropriate volume that retains the rhythm and inflections of a normal conversation | Oral Presentation Skills Assessment form; Student Exercises |

## Appendix J: Performance Indicators for Speech Presentation

### LeMoyne-Owen College

#### Oral Presentation Skills Assessment: Speech Presentation Performance Indicators

LeMoyne-Owen College Competency #1 (CGC#1): Will be able to communicate effectively (listen, speak, read, and write) on formal and informal levels

| Technique                     | Unsatisfactory<br>F  | Below Average<br>D  | Satisfactory<br>C  | Proficient<br>B   | Outstanding<br>A  | Evidence  |
|-------------------------------|--|---|--|---|---|---|
| <b>Appearance</b>             | Exhibits hairstyle, grooming, clothing, and accessories that are inappropriate for the speaking situation                            | Exhibits hairstyle, grooming, clothing, and accessories that are somewhat acceptable for the speaking situation                           | Exhibits hairstyle, grooming, clothing, and accessories that are acceptable for the speaking situation                                     | Exhibits hairstyle, grooming, clothing, and accessories that are somewhat appropriate for the speaking situation                              | Exhibits hairstyle, grooming, clothing, and accessories that are appropriate for the speaking situation                                     | Oral Presentation Skills Assessment form; Student Assignments |
| <b>Mannerisms</b>             | Demonstrates inappropriate mannerism for the speaking situation  | Demonstrates somewhat acceptable mannerism for the speaking situation   | Demonstrates acceptable mannerism for the speaking situation   | Demonstrates somewhat appropriate mannerism for the speaking situation  | Demonstrates appropriate mannerism for the speaking situation   | Oral Presentation Skills Assessment form; Student Assignments |
| <b>Posture</b>                | Exhibits a posture that is rigid or too lax for the speaking situation   | Exhibits a somewhat acceptably relaxed and alert posture for the speaking situation   | Exhibits acceptably relaxed and alert posture for the speaking situation   | Exhibits somewhat appropriately relaxed and alert posture for the speaking situation  | Exhibits appropriately relaxed and alert posture for the speaking situation   | Oral Presentation Skills Assessment form; Student Assignments |
| <b>Movement/<br/>Gestures</b> | Exhibits movements that severely distract from the speaking situation  | Exhibits movements that distract from the speaking situation  | Exhibits moderately purposeful and relevant movements for the speaking situation   | Exhibits somewhat purposeful and relevant movements for the speaking situation  | Exhibits purposeful and relevant movements for the speaking situation   | Oral Presentation Skills Assessment form; Student Assignments |
| <b>Eye Contact</b>            | Demonstrates no connection to audience; difficulty maintaining eye contact with audience   | Demonstrates lack of connection to audience; difficulty maintaining eye contact with audience   | Demonstrates acceptably connection to audience by maintaining eye contact at least 60% of the time during the speaking situation           | Demonstrates adequately connection to audience by maintaining eye contact at least 70% of the time during the speaking situation              | Demonstrates effectively connection to audience by maintaining eye contact at least 85% of the time during the speaking situation           | Oral Presentation Skills Assessment form; Student Assignments |
| <b>Facial Expression</b>      | Demonstrates no shift in mood or tone; facial expression not appropriate for the speaking situation                                  | Demonstrates lack of shift in mood or tone; facial expression not appropriate for the speaking situation                                  | Demonstrates acceptably shifts in mood or tone by changing facial expression during the speaking situation                                 | Demonstrates adequately shifts in mood or tone by changing facial expression during the speaking situation                                    | Demonstrates effectively shifts in mood or tone by changing facial expression during the speaking situation                                 | Oral Presentation Skills Assessment form; Student Assignments |
| <b>Speaking Preparation</b>   | Demonstrates no planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation | Demonstrates lack of planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation | Demonstrates adequate planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation | Demonstrates appropriate planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation | Demonstrates effective planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation | Oral Presentation Skills Assessment form; Student Assignments |

## Appendix K: Rubric for Speech Delivery

### LeMoyne-Owen College

#### Oral Presentation Skills Assessment: Speech Delivery Rubric

LeMoyne-Owen College Graduate Competency #1 (CGC#1): Will be able to communicate effectively (listen, speak, read, and write) on formal and informal levels

| <b>Technique</b>                           | <b>Unsatisfactory<br/>F</b>   | <b>Below Average<br/>D</b>   | <b>Satisfactory<br/>C</b>  | <b>Proficient<br/>B</b>   | <b>Outstanding<br/>A</b>  |
|--|---|--|--|---|---|
| <b>Articulation</b>                        | Student exhibits excessive difficulty producing the sounds of speech correctly so that words are understandable   | Student exhibits much difficulty producing the sounds of speech correctly so that words are understandable   | Student exhibits some difficulty producing the sounds of speech correctly so that words are understandable   | Student demonstrates some ability to produce the sounds of speech correctly so that words are understandable  | Student demonstrates ability to produce the sounds of speech correctly so that words are understandable   |
| <b>Pronunciation</b>                       | Student exhibits excessive difficulty enunciating words; tends to mumble, run words together, or swallow whole phrases  | Student exhibits much difficulty enunciating words; tends to mumble, run words together, or swallow whole phrases  | Student exhibits some difficulty enunciating words; tends to mumble, run words together, or swallow whole phrases  | Student demonstrates adequate enunciation of words and incorporating precision into speech  | Student demonstrates effective enunciation of words and incorporating precision into speech   |
| <b>Vocal Variety (Pace, Pitch, Volume)</b> | You exhibit excessive difficulty in changing the rate of speaking that impede the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; for being heard or communicating; shows limited participation in oral communication | You exhibit much difficulty in changing the rate of speaking that impede the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; for being heard or communicating; shows limited participation in oral communication | You exhibit some difficulty in changing the rate of speaking that impede the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; for being heard or communicating; shows limited participation in oral communication | You demonstrate adequate changes in rate of speaking that enhances the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; adequate volume that retains the rhythm and inflections of a normal conversation | You demonstrate effective changes in rate of speaking that enhances the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; appropriate volume that retains the rhythm and inflections of a normal conversation |

# Appendix L: Rubric for Speech LeMoyne-Owen College

## Presentation

### Oral Presentation Skills Assessment: Speech Presentation Rubric

LeMoyne-Owen College Competency #1 (CGC#1): Will be able to communicate effectively (listen, speak, read, and write) on formal and informal levels

| Technique                     | Below  |   |  |   |   |
|-------------------------------|--|---|--|---|---|
|                               | Unsatisfactory<br>F  | Average<br>D  | Satisfactory<br>C  | Proficient<br>B   | Outstanding<br>A  |
| <b>Appearance</b>             | Student exhibits hairstyle, grooming, clothing, and accessories that are inappropriate for the speaking situation                            | Student exhibits hairstyle, grooming, clothing, and accessories that are somewhat acceptable for the speaking situation                           | Student exhibits hairstyle, grooming, clothing, and accessories that are acceptable for the speaking situation                                     | Student exhibits hairstyle, grooming, clothing, and accessories that are somewhat appropriate for the speaking situation                              | Student exhibits hairstyle, grooming, clothing, and accessories that are appropriate for the speaking situation                                     |
| <b>Mannerisms</b>             | Student demonstrates inappropriate mannerism for the speaking situation  | Student demonstrates somewhat acceptable mannerism for the speaking situation   | Student demonstrates acceptable mannerism for the speaking situation   | Student demonstrates somewhat appropriate mannerism for the speaking situation  | Student demonstrates appropriate mannerism for the speaking situation   |
| <b>Posture</b>                | Student exhibits a posture that is rigid or too lax for the speaking situation   | Student exhibits a somewhat acceptably relaxed and alert posture for the speaking situation   | Student exhibits acceptably relaxed and alert posture for the speaking situation   | Student exhibits somewhat appropriately relaxed and alert posture for the speaking situation  | Student exhibits appropriately relaxed and alert posture for the speaking situation   |
| <b>Movement/<br/>Gestures</b> | Student exhibits movements that severely distract from the speaking situation  | Student exhibits movements that distract from the speaking situation  | Student exhibits moderately purposeful and relevant movements for the speaking situation   | Student exhibits somewhat purposeful and relevant movements for the speaking situation  | Student exhibits purposeful and relevant movements for the speaking situation   |
| <b>Eye Contact</b>            | Student demonstrates no connection to audience; difficulty maintaining eye contact with audience   | Student demonstrates lack of connection to audience; difficulty maintaining eye contact with audience   | Student demonstrates acceptably connection to audience by maintaining eye contact at least 60% of the time during the speaking situation           | Student demonstrates adequately connection to audience by maintaining eye contact at least 70% of the time during the speaking situation              | Student demonstrates effectively connection to audience by maintaining eye contact at least 85% of the time during the speaking situation           |
| <b>Facial Expression</b>      | Student demonstrates no shift in mood or tone; facial expression not appropriate for the speaking situation                                  | Student demonstrates lack of shift in mood or tone; facial expression not appropriate for the speaking situation                                  | Student demonstrates acceptably shifts in mood or tone by changing facial expression during the speaking situation                                 | Student demonstrates adequately shifts in mood or tone by changing facial expression during the speaking situation                                    | Student demonstrates effectively shifts in mood or tone by changing facial expression during the speaking situation                                 |
| <b>Speaking Preparation</b>   | Student demonstrates no planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation | Student demonstrates lack of planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation | Student demonstrates adequate planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation | Student demonstrates appropriate planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation | Student demonstrates effective planning, topic selection and analysis, audience analysis, and research that appropriate with the speaking situation |

## Appendix M: Oral Presentation Skills Assessment: Speech Delivery

### LeMoyne-Owen College Oral Presentation Skills Assessment: Speech Delivery

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Score: \_\_\_\_\_

Oral Skills Exercise # \_\_\_\_\_

Identify Technique to be assessed in the class: \_\_\_\_\_

| Technique                                  | Unsatisfactory<br>F=Below 6   | Below Average<br>D=6-7   | Satisfactory<br>C=7-8  | Proficient<br>B=8-9   | Outstanding<br>A=9-10   | Total |
|--|---|--|--|---|---|-------|
| <b>Articulation</b>                        | You exhibit excessive difficulty producing the sounds of speech correctly so that words are understandable  | You exhibit much difficulty producing the sounds of speech correctly so that words are understandable  | You exhibit some difficulty producing the sounds of speech correctly so that words are understandable  | You demonstrate some ability to produce the sounds of speech correctly so that words are understandable   | You demonstrate an ability to produce the sounds of speech correctly so that words are understandable   | _____ |
| <b>Pronunciation</b>                       | You exhibit excessive difficulty enunciating words; tends to mumble, run words together, or swallow whole phrases   | You exhibit much difficulty enunciating words; tends to mumble, run words together, or swallow whole phrases   | You exhibit some difficulty enunciating words; tends to mumble, run words together, or swallow whole phrases   | You demonstrate adequate enunciation of words and incorporating precision into speech   | You demonstrate effective enunciation of words and incorporating precision into speech  | _____ |
| <b>Vocal Variety (Pace, Pitch, Volume)</b> | You exhibit excessive difficulty in changing the rate of speaking that impede the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; for being heard or communicating; shows limited participation in oral communication | You exhibit much difficulty in changing the rate of speaking that impede the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; for being heard or communicating; shows limited participation in oral communication | You exhibit some difficulty in changing the rate of speaking that impede the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; for being heard or communicating; shows limited participation in oral communication | You demonstrate adequate changes in rate of speaking that enhances the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; adequate volume that retains the rhythm and inflections of a normal conversation | You demonstrate effective changes in rate of speaking that enhances the meaning you are trying to convey; in varied inflection and using the full ranges of your voice to underscore the meaning of the uttered words or phrases; appropriate volume that retains the rhythm and inflections of a normal conversation | _____ |



## Appendix N: Oral Presentation Skills Assessment: Speech Presentation

### LeMoyne-Owen College Oral Presentation Skills Assessment: Speech Presentation

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Score: \_\_\_\_\_

Oral Presentation # \_\_\_\_\_

Title of Presentation: \_\_\_\_\_

| Technique                                 | Unsatisfactory<br>F=Below 6   | Below Average<br>D=6-7 | Satisfactory<br>C=7-8 | Proficient<br>B=8-9 | Outstanding<br>A=9-10 | Total |
|---|---|------------------------|-----------------------|---------------------|-----------------------|-------|
| Articulation                              |   |                        |                       |                     |                       | _____ |
| Pronunciation                             |   |                        |                       |                     |                       | _____ |
| Vocal Variety<br>(Pitch, Pace,<br>Volume) |   |                        |                       |                     |                       | _____ |
| Presentation                              | Unsatisfactory<br>F=Below 6   | Below Average<br>D=6-7 | Satisfactory<br>C=7-8 | Proficient<br>B=8-9 | Outstanding<br>A=9-10 | Total |
| Appearance                                | Does presenter introduce himself/herself and his/her title? Is presenter appropriately dressed? |                        |                       |                     |                       | _____ |
| Mannerisms                                | Does presenter maintain good posture and avoid distracting behaviors?                           |                        |                       |                     |                       | _____ |
| Posture                                   | Does presenter maintain good posture and avoid distracting behaviors?                           |                        |                       |                     |                       | _____ |
| Movement/<br>Gestures                     | Does presenter avoid distracting behaviors?   |                        |                       |                     |                       | _____ |
| Eye Contact                               | Does presenter maintain good eye contact with the audience?                                     |                        |                       |                     |                       | _____ |
| Facial<br>Expression                      | Does presenter avoid distracting facial expressions?  |                        |                       |                     |                       | _____ |
| Speaking<br>Preparation                   | Is presenter prepared, including with the use of technology?                                    |                        |                       |                     |                       | _____ |

## Appendix O: Student Outcomes Assessment Plan: Benchmark Evidence Form

### LeMoyne-Owen College Benchmark Evidence Schedule

**Date:** \_\_\_\_\_

**Graduate Competency:** GSC: 1. Think creatively, critically, logically, and analytically using both quantitative and qualitative methods for problem solving

**Course ID:** \_\_\_\_\_

**Area Assessment:** Technique: \_\_\_\_\_ Vocal Variety \_\_\_\_\_

Or

**Area Assessment:** Oral Presentation

| Evidence  | Sample Collection Date                 | Assessment Team and Review Method  | Assessment Date                                    | Recommendation and Date   |
|---|--|--|--|---|
| Oral Presentation Skills Assessment form; Student Exercises | Date Samples were collected for review | <p>Assessment team include:<br/>Faculty (3)</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p><b>Review Method</b></p> <p>1. Representative sample of the work given to Assessment Team</p> <p>2. Assessment Team is given assignment criteria and guidelines.</p> <p>3. Assessment Team reviews the work, using the Performance Indicators:</p> <p>4. Discuss possible recommendations and identify strengths and weaknesses</p> | Date Team Assessed Data and Drafted Recommendation | The committee recommends that students are provided additional speech exercises to enhance vocal variety. (Semester and Year) |

## Appendix P: Student Outcomes Assessment Plan: Assessment Mechanism Chart

### LeMoyne-Owen College Assessment and Effectiveness Measures

Division/Unit: \_\_\_\_\_ Date: \_\_\_\_\_ Page: \_\_\_\_\_ of \_\_\_\_\_

Area Assessment: Technique: Vocal Variety

Or

Area Assessment: Oral Presentation

Prepared by: \_\_\_\_\_ Title: \_\_\_\_\_

| Goal/Objective  | Assessment Method  | Findings  | Recommendation With Dates  | Use of Results / Action Steps  |
|---|--|---|--|--|
| <u>Definition:</u><br>This column is for the goal or objective you want to achieve. You are conducting the assessment to see how well you are attaining the goal. | <u>Definition:</u><br>This column is to identify the evaluation strategy you used to measure your effectiveness. | <u>Definition:</u><br>This column is to identify the results you uncovered through the assessment techniques you used.                | <u>Definition:</u><br>This column contains the recommendation you make to help you address any problems the findings revealed, with a proposed date for addressing the problem. The recommendation can be broad. | <u>Definition:</u><br>This column uses a past tense action verb to specifically identify the completed steps you took to fulfill the recommendation, with the dates of completion. |
| <u>Sample:</u><br>To enhance students' ability to demonstrate effective changes in rate of speaking that enhances the meaning he/she is trying to convey          | <u>Sample:</u><br>Oral Presentation Skills Assessment form; Student Exercises                                    | <u>Sample:</u><br>Seventy-five (75%) of the students had difficulty maintaining a rate of speech that was compatible with presenting. | <u>Sample:</u><br>The committee recommends that students are provided additional speech exercises to enhance vocal variety. (Semester and Year)  | <u>Sample:</u><br>Two exercises were added to instruction to enhance vocal variety.  |

## Appendix Q: Oral Presentation Skills Assessment: Speech Delivery Evaluation

### Oral Presentation Skills Assessment: Speech Delivery Evaluation

Course ID and Section: \_\_\_\_\_

#### Technique Implementation

1. The presented materials were well-balanced and easy to follow.

☐

*Very Well*

☐

*Well Enough*

☐

*Unsure*

☐

*Not Well*

☐

*Not Well At All*

2. The technique was clearly explained.

☐

*Strongly Agree*

☐

*Agree*

☐

*Unsure*

☐

*Disagree*

☐

*Strongly Disagree*

3. You understood the initial speech assessment and were provided exercises to improve.

☐

*Strongly Agree*

☐

*Agree*

☐

*Unsure*

☐

*Disagree*

☐

*Strongly Disagree*

4. You understood the final speech assessment and what areas you still need to improve, if applicable.

☐

*Strongly Agree*

☐

*Agree*

☐

*Unsure*

☐

*Disagree*

☐

*Strongly Disagree*

#### Overall

1. Please rate the overall quality of the speech learning experience.

☐

*Excellent*

☐

*Very Good*

☐

*Good*

☐

*Fair*

☐

*Poor*

2. I will be able to use what I have learned about speech in this course.

☐

*Strongly Agree*

☐

*Agree*

☐

*Unsure*

☐

*Disagree*

☐

*Strongly Disagree*

Did you find the speech technique challenging? If so, what did you do to improve?

What did you find still challenging about the speech technique?

How do you plan to improve this speech technique in the future?

## Appendix R: Oral Presentation Skills Assessment: Speech Presentation Evaluation

### Oral Presentation Skills Assessment: Speech Presentation Evaluation

Course ID and Section: \_\_\_\_\_

#### Oral Presentation Implementation

1. The presented materials were well-balanced and easy to follow.

☐ *Very Well*    ☐ *Well Enough*    ☐ *Unsure*    ☐ *Not Well*    ☐ *Not Well At All*

2. The information for preparing and presenting was clearly explained.

☐ *Strongly Agree*    ☐ *Agree*    ☐ *Unsure*    ☐ *Disagree*    ☐ *Strongly Disagree*

3. You understood the initial presentation assessment and were provided exercises to improve.

☐ *Strongly Agree*    ☐ *Agree*    ☐ *Unsure*    ☐ *Disagree*    ☐ *Strongly Disagree*

4. You understood the final speech assessment and what areas you still need to improve, if applicable.

☐ *Strongly Agree*    ☐ *Agree*    ☐ *Unsure*    ☐ *Disagree*    ☐ *Strongly Disagree*

#### Overall

1. Please rate the overall quality of the speech learning experience.

☐ *Excellent*    ☐ *Very Good*    ☐ *Good*    ☐ *Fair*    ☐ *Poor*

2. I will be able to use what I have learned about speech in this course.

☐ *Strongly Agree*    ☐ *Agree*    ☐ *Unsure*    ☐ *Disagree*    ☐ *Strongly Disagree*

Did you find the presentation assignments challenging? If so, what did you do to improve?

What did you find still challenging about the presentation assignments?

How do you plan to improve oral presentations in the future?

## Appendix S: Year End Evaluation: Speech Techniques

**LeMoyne-Owen College**  
**Oral Presentation Skills Assessment: General Education Courses**  
**Year End Evaluation**

**Student's Name:** \_\_\_\_\_

**Fall Semester**

**Year:** \_\_\_\_\_

**Course ID:** \_\_\_\_\_

**Instructor's Name:** \_\_\_\_\_

**Grade for Exercise #2:** \_\_\_\_\_

**Spring Semester**

**Year:** \_\_\_\_\_

**Course ID:** \_\_\_\_\_

**Instructor's Name:** \_\_\_\_\_

**Grade for Exercise #2:** \_\_\_\_\_

-----  
Please do not write below this line.

To be Completed by the Office of the Quality Enhancement Plan

**Directions:** Subtract the grades for exercise #2 of the student's performance for Fall and Spring. Insert the number below for the technique that was assessed.

- If the student improved by 0 point, follow up will be required to see strategize how to help student improve his or her speaking skill.
- If the student improved by 1-2 points, follow up is not required but strongly suggested in order to help student improve his or her speaking skill.

**Note:** This assessment only applies to the progress made by the student, not to the student's grade for the exercises. It is meant to measure the overall achievement of the student's attainment of the identified skill.

**Student Improvement Level for the year 20\_\_/20\_\_**

| Technique                           | No<br>Improvement<br><u>0</u> | Observable<br><u>1</u> | Notable<br><u>2</u> | Distinguishable<br><u>3</u> |
|-------------------------------------|-------------------------------|------------------------|---------------------|-----------------------------|
|                                     |                               |                        |                     |                             |
| Articulation                        |                               |                        |                     |                             |
| Pronunciation                       |                               |                        |                     |                             |
| Vocal Variety (Pace, Pitch, Volume) |                               |                        |                     |                             |

## Appendix T: Year End Evaluation: Speech Presentation

### LeMoyne-Owen College Oral Presentation Skills Assessment: Major Area Courses Year End Evaluation

Student's Name: \_\_\_\_\_

Fall Semester

Year: \_\_\_\_\_

Course ID: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

| Areas Impacted by Presentation | Grade | Areas Impacted by Presentation | Grade |
|--------------------------------|-------|--------------------------------|-------|
| Appearance                     |       | Eye Contact                    |       |
| Mannerisms                     |       | Facial Expression              |       |
| Posture                        |       | Speaking Preparation           |       |
| Movement/Gestures              |       |                                |       |

Spring Semester

Year: \_\_\_\_\_

Course ID: \_\_\_\_\_

Instructor's Name: \_\_\_\_\_

| Areas Impacted by Presentation | Grade | Areas Impacted by Presentation | Grade |
|--------------------------------|-------|--------------------------------|-------|
| Appearance                     |       | Eye Contact                    |       |
| Mannerisms                     |       | Facial Expression              |       |
| Posture                        |       | Speaking Preparation           |       |
| Movement/Gestures              |       |                                |       |

Please do not write below this line.

To be Completed by the Office of the Quality Enhancement Plan

**Directions:** Subtract the grades for presentation #2 of the student's performance for Fall and Spring. Insert the number below for each element that was assessed.

- If the student improved by 0 point, follow up will be required in the area(s) identified to see strategize how to help student improve his or her presentation skill.
- If the student improved by 1-2 points, follow up is not required but strongly suggested in order to help student improve his or her presentation skill.

**Note:** This assessment only applies to the progress made by the student, not to the student's grade for the exercises. It is meant to measure the overall achievement of the student's attainment of the identified skill.

Student Improvement Level for the year 20\_\_/20\_\_

| Areas Impacted by Presentation | No Improvement<br><u>0</u> | Observable<br><u>1</u> | Notable<br><u>2</u> | Distinguishable<br><u>3</u> |
|--------------------------------|----------------------------|------------------------|---------------------|-----------------------------|
| Appearance                     |                            |                        |                     |                             |
| Mannerisms                     |                            |                        |                     |                             |
| Posture                        |                            |                        |                     |                             |
| Movement/Gestures              |                            |                        |                     |                             |
| Eye Contact                    |                            |                        |                     |                             |
| Facial Expression              |                            |                        |                     |                             |
| Speaking Preparation           |                            |                        |                     |                             |
| Overall Level of Improvement   |                            |                        |                     |                             |

## Appendix U: Sample of Prescription for Enhancing Technique

### LeMoyne-Owen College Technique Building Exercise

**Objective:** This series of exercises are designed to continue building your skills in the area identified below. Please follow the prescription as indicated. The Assessment Center is equipped to assist you in completing the prescription and will provide you with the exercises that reflect the identified technique. The Center will work in conjunction with the Center for Active Student Education (CASE) and the Teaching and Learning Center (TLC).

If you follow the prescription as instructed, you are expected to improve 1-3 points in the area identified. Process and completion of this prescription will be available for your teachers to view online.

Student's Name: \_\_\_\_\_

| Technique                           | Area of Need |
|-------------------------------------|--------------|
| Articulation                        | <u>X</u>     |
| Pronunciation                       |              |
| Vocal Variety (Pace, Pitch, Volume) |              |

**Session #1:** Using a video recording device (tablet, camcorder, etc.), recite the information on the exercise that was provided to you. Save the recording and have the member review it. You will receive feedback on the level of the skill and a date for you to return to continue the training.

**Session #2:** Using a video recording device (tablet, camcorder, etc.), recite the information on the exercise that was provided to you. Save the recording and have the member review it. You will receive feedback on the level of the skill between the session #1 and session #2 and a date for you to return to continue the training.

**Session #3:** Using a video recording device (tablet, camcorder, etc.), recite the information on the exercise that was provided to you. Save the recording and have the member review it. You will receive feedback on the level of the skill between the session #1, session #2 and session #3.



## Appendix V: Presentation/Performance and Venue: Student Evaluation

### Presentation/Performance and Venue Student Evaluation

#### Presentation/Performance

1. I was given clear instruction for the type of presentation or performance that I needed to provide.

☐ Strongly Agree   ☐ Agree   ☐ Unsure   ☐ Disagree   ☐ Strongly Disagree

2. I was given enough time to prepare for the presentation or performance.

☐ Strongly Agree   ☐ Agree   ☐ Unsure   ☐ Disagree   ☐ Strongly Disagree

3. I was given enough practice time to present or perform effectively.

☐ Strongly Agree   ☐ Agree   ☐ Unsure   ☐ Disagree   ☐ Strongly Disagree

4. I believe that I presented or performed effectively.

☐ Strongly Agree   ☐ Agree   ☐ Unsure   ☐ Disagree   ☐ Strongly Disagree

#### Venue

1. I was given in advance the type (size, actual or virtual) of space in which I would present or perform.

☐ Strongly Agree   ☐ Agree   ☐ Unsure   ☐ Disagree   ☐ Strongly Disagree

2. I practiced in the space before I presented or performed before an audience.

☐ Strongly Agree   ☐ Agree   ☐ Unsure   ☐ Disagree   ☐ Strongly Disagree

3. I knew the type of audience to whom I would present or perform.

☐ Strongly Agree   ☐ Agree   ☐ Unsure   ☐ Disagree   ☐ Strongly Disagree

4. I believe that the space was appropriate for my presentation or performance.

☐ Strongly Agree   ☐ Agree   ☐ Unsure   ☐ Disagree   ☐ Strongly Disagree

#### Overall

1. Please rate the overall quality of your presentation or performance.

☐ Excellent   ☐ Very Good   ☐ Good   ☐ Fair   ☐ Poor

2. Please rate the overall quality of venue in which you presented or performed.

☐ Strongly Agree   ☐ Agree   ☐ Unsure   ☐ Disagree   ☐ Strongly Disagree

We value any feedback you would like to give.

## Appendix W: Timeline for Faculty/Staff Development Initiatives/Activities 2012/2013

### Faculty/Staff Development Workshop Schedule

| Date                     | Workshop Title  | Workshop Description   | Facilitator(s)                               |
|--------------------------|---|--|--|
| <b>August 2012</b>       | (Faculty)<br>New and Adjunct Faculty Orientations   |  | Linda White                                  |
| <b>December 3, 2012</b>  | (Faculty)<br>Developing Speech and Presentation Preparation Techniques  | Strategies for implementing speech techniques in general education courses and for implementing presentation preparation techniques in major area courses<br>Practice includes working with oral presentation rubrics and the Oral Presentation Skills Assessment forms                                      | Linda White                                  |
| <b>December 12, 2012</b> | (Staff)<br>The Essentials of Building Effective Student-Client Relationships  | The concept of the customer service training will replicate client based reciprocal relationships between staff, faculty, etc. and students. One workbook will be created. Material from "The Essential of Excellent Customer Service" and "Fostering Trust in the Workplace" will be the basis for content. | Wendy Braughman                              |
| <b>March 4, 2013</b>     | (Staff)<br>Lens of the Customer   | This workshop will assist the LeMoyne-Owen family to better understand our customer. Representatives from the Cummins Foundation will guide us through an intense and challenging workshop that will help us to see ourselves through the lens of the customer.  |  |
| <b>April 2013</b>        | (Faculty)<br>Developing a Communication Culture in the Classroom: A Series<br><u>Possibly in Webinar Format:</u><br>Part I: A-Z Understanding of Speech and Presentation Skills and How to Deliver Them in the Classroom<br>Part II: Building Effective Prescriptions to Help Students Improve Speaking Abilities and Presenting Skills<br>Part III: Overcoming Teaching Anxieties when Assessing Speech in the Classroom | TBD  | Linda White<br><br>TBA<br><br>TBA<br><br>TBA |
| <b>May 2013</b>          | (Faculty)<br>Leverage Technology to Enhance and Assess Speech Delivery and Presentation<br>Workshop 1: Video lecture Capture for innovating speech into classroom instruction<br>Workshop 2: Audio Lecture Capture for innovating speech into classroom instruction<br>Workshop 3: Multi-usages for the Tablet  | TBD  | Linda White<br><br>TBA<br><br>TBA<br><br>TBA |

## Appendix X: Faculty Workshop Evaluation

### Faculty Development Workshop Evaluation

Date of Workshop

Title of Workshop

Facilitator: Name

#### Facilitator

1. The presented materials were well-balanced and easy to follow.

☐

*Very Well*

☐

*Well Enough*

☐

*Unsure*

☐

*Not Well*

☐

*Not Well At All*

2. The pace of the presentation and project were appropriate.

☐

*Strongly Agree*

☐

*Agree*

☐

*Unsure*

☐

*Disagree*

☐

*Strongly Disagree*

3. The facilitator gave sufficient practice that was related to the topic.

☐

*Strongly Agree*

☐

*Agree*

☐

*Unsure*

☐

*Disagree*

☐

*Strongly Disagree*

4. The facilitator effectively addressed question(s) about the practice.

☐

*Strongly Agree*

☐

*Agree*

☐

*Unsure*

☐

*Disagree*

☐

*Strongly Disagree*

#### Workshop

1. The workshop space was appropriate.

☐

*Strongly Agree*

☐

*Agree*

☐

*Unsure*

☐

*Disagree*

☐

*Strongly Disagree*

2. The printed handouts were useful during the workshop sessions.

☐

*Very Useful*

☐

*Useful*

☐

*Unsure*

☐

*Minimally Useful*

☐

*Not Very Useful*

#### Overall

1. Please rate the overall quality of the workshop.

☐

*Excellent*

☐

*Very Good*

☐

*Good*

☐

*Fair*

☐

*Poor*

2. I will be able to use what I have learned in this workshop.

☐

*Strongly Agree*

☐

*Agree*

☐

*Unsure*

☐

*Disagree*

☐

*Strongly Disagree*

What did you like most about the workshop?

What was least useful about the workshop?

What would you suggest to improve the workshop?

## Appendix Y: Digital Signage Communication System: Feedback Form

### Digital Signage Communication System Feedback Form

#### Goal: Information and Engagement

1. I was informed of upcoming events and activities.

☐ Very Well    ☐ Well Enough    ☐ Unsure    ☐ Not Well    ☐ Not Well At All

2. I was informed of emergency issues (weather, outages, criminal, etc)

☐ Very Well    ☐ Well Enough    ☐ Unsure    ☐ Not Well    ☐ Not Well At All

3. I was provided information that helped me with admission, financial aid, scheduling/advising matters.

☐ Very Well    ☐ Well Enough    ☐ Unsure    ☐ Not Well    ☐ Not Well At All

4. I was able to plan my semester and was involved in program(s) because of the information that I received from the communication system.

☐ Very Well    ☐ Well Enough    ☐ Unsure    ☐ Not Well    ☐ Not Well At All

#### Goal: Interaction and Impact

1. I learned about the College's goals and objectives for the year.

☐ Strongly Agree    ☐ Agree    ☐ Unsure    ☐ Disagree    ☐ Strongly Disagree

2. I learned about workshops and programs that were designed to assist me.

☐ Very Useful    ☐ Useful    ☐ Unsure    ☐ Minimally Useful    ☐ Not Very Useful

3. I learned about ways to enhance my communication skills.

☐ Very Useful    ☐ Useful    ☐ Unsure    ☐ Minimally Useful    ☐ Not Very Useful

4. I learned about how other students have developed their presentation skills.

☐ Very Useful    ☐ Useful    ☐ Unsure    ☐ Minimally Useful    ☐ Not Very Useful

#### Overall

1. Please rate the overall quality of the communication system.

☐ Excellent    ☐ Very Good    ☐ Good    ☐ Fair    ☐ Poor

2. I will be able to use what I have learned from the information that was displayed on the communication system.

☐ Strongly Agree    ☐ Agree    ☐ Unsure    ☐ Disagree    ☐ Strongly Disagree

What did you like most about the communication system?

What was least useful about the communication system?

What would you suggest to improve the communication system?

## Appendix Z: Staff Workshop Evaluation

### Staff Development Workshop Evaluation

Date of Workshop

Title of Workshop

Facilitator: Name

#### Facilitator

1. The presented materials were well-balanced and easy to follow.

☐ *Very Well*    ☐ *Well Enough*    ☐ *Unsure*    ☐ *Not Well*    ☐ *Not Well At All*

2. The pace of the presentation and project were appropriate.

☐ *Strongly Agree*    ☐ *Agree*    ☐ *Unsure*    ☐ *Disagree*    ☐ *Strongly Disagree*

3. The facilitator gave sufficient practice that was related to the topic.

☐ *Strongly Agree*    ☐ *Agree*    ☐ *Unsure*    ☐ *Disagree*    ☐ *Strongly Disagree*

4. The facilitator effectively addressed question(s) about the practice.

☐ *Strongly Agree*    ☐ *Agree*    ☐ *Unsure*    ☐ *Disagree*    ☐ *Strongly Disagree*

#### Workshop

1. The workshop space was appropriate.

☐ *Strongly Agree*    ☐ *Agree*    ☐ *Unsure*    ☐ *Disagree*    ☐ *Strongly Disagree*

2. The printed handouts were useful during the workshop sessions.

☐ *Very Useful*    ☐ *Useful*    ☐ *Unsure*    ☐ *Minimally Useful*    ☐ *Not Very Useful*

#### Overall

1. Please rate the overall quality of the workshop.

☐ *Excellent*    ☐ *Very Good*    ☐ *Good*    ☐ *Fair*    ☐ *Poor*

2. I will be able to use what I have learned in this workshop.

☐ *Strongly Agree*    ☐ *Agree*    ☐ *Unsure*    ☐ *Disagree*    ☐ *Strongly Disagree*

What did you like most about the workshop?

What was least useful about the workshop?

What would you suggest to improve the workshop?