***Minutes***

Speech Communication and Foreign Languages Department Meeting

Myra H. Walters, Chair

November 8, 2013 at 2:30 p.m. in U 202B

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|  | Present | Absent | Excused |
| **Staff/Faculty** |  |  |  |
| Rebecca Yost | X |  |  |
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| **Faculty** |  |  |  |
|  Fernando Mayoral | X |  |  |
| Tonia East  | X |  |  |
| Ann Eastman | X |  |  |
| Brad Holley | X |  |  |
| Katie Paschall  | X |  |  |
| Myra H. Walters | X |  |  |
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|  | Present | Absent | Excused |
| **Adjunct Faculty** |  |  |  |
| Laura Leslie | X |  |  |
| Jan Klein | X |  |  |
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**I. Call to Order**

Myra Walters Called the meeting to order at 2:30 PM and introduced Rebecca Yost, Edison Online Instructional Designer.

**II. Enhancing Your Ground Classes with Technology**

1. Ms. Yost began with a discussion about what we wanted to know about using Canvas in our classes. Questions were presented were:
2. Is grading on Canvas confidential?
3. How do chat rooms work?
4. What is the new attendance feature?
5. How do you do a blended SPC2023 class?
6. How can you do all written assignments on Canvas?
7. Ms. Yost addressed questions by presenting on Four Benefits of Canvas.
8. Assignments
9. Speeches can be uploaded and graded in Canvas with a rubric.
10. Turnitin tool can be used to check for originality.
11. Students can collaborate on assignments and use tools like Google docs.
12. More Flexibility
13. Surveys can be added.
14. Quizzes can be given online.
15. Discussions online.
16. When away for a conference can be utilized.
17. Grading
18. Using Speed grader tool allows you to grade and comment on each category.
19. Attendance tool can be used to do absences and tardies.
20. Badges and rewards can be given for participation or other things.
21. A student assignment checklist can be provided.
22. Students can see “what if grades” to approximate their grade.
23. General Course Management
24. Class schedule updates.
25. Resources are available, such as syllabi, videos, surveys, etc.
26. Feedback can be provided to instructors.
27. Chats can be used to address questions in written format.
28. Conferences can be scheduled to meet face-to-face virtually.
29. Ms. Yost is our department contact for Edison online and is available on the Lee Campus from 9-11am on Fridays.

**III. Action Item: Vote on Proposed Unit Planning Timeline**

1. Proposed department planning timeline was approved unanimously.
2. In April, review assessment results.
3. In August, develop and vote on annual unit assessment goals.
4. In September, incorporate assessment goals into our individual Appendix A.

**IV. Review of Minutes**

1. Clarification of outcomes on Unit Plan as voted on and approved unanimously.
2. All students will be paid $50 for volunteering to have their speeches recorded for educational use. (Outcome 6)
3. All purchase must be verified in operational outcomes. (Outcome 7)
4. Recording of assessment speeches may require a purchase order.
5. Outcomes 2-4 were changed to March 2014.
6. Adjunct faculty was changed to 60%. (Op 1)
7. Prof. Mayoral recommended “communicative competency” be used for outcome descriptions.
8. “Given similar testing conditions” was added to expectations. (SLO1)
9. Monica Moore is listed as Director of Academic Support Services, which currently provides support for the lab. (Op3)

**V. Committee Reports**

 A. Prof. Mayoral reported that the assessment committee selected faculty to go to SACS conference.

 B. Prof. Enslen sent via email a list of remaining TALK student activities and a flyer for the new SPC1017 honors section

 offered next Spring.

**VIII. Announcements**

1. Prof. Walters mentioned that there will be an Adjunct Faculty Recognition Reception on Friday, December 6, from 3:30 to 5:30pm.
2. This reception will allow our faculty to network with other departments.
3. Drs. Albritten, Wright, Coughlin, Deluca, Cahill, Collins were invited.
4. Prof. Leslie gave a reminder that the date for the Intercultural Communication Course Proposal is Friday, November 22nd at 1pm in AA177. Speech will be first on the agenda to discuss adding intercultural communication as an elective.
5. Prof. East mentioned that four candidates for the Dean of Arts, Humanities, and Social Sciences were selected to present on campus.

Minutes respectfully submitted by Tonia East.

At this point of the meeting, we split up into two different groups: Speech & Foreign Language. Those of us in Speech reviewed the following information.

**Background Research to Support 2013/2014 Annual Unit Plan**

The following outline and tables summarize the results of both sections of this study.

The rubric consisted of the following eight dimensions: Introduction, Body, Content, Oral Documentation, Conclusion, Language, Nonverbal Vocal, and Nonverbal Physical. On each rubric dimension, speeches were provided with *beginning* (1), *developing* (2), *accomplished* (3), and *exemplary* (4) ratings.

1. Frequency distributions of average ratings for each dimension of the rubric highlighted the following (**See Tables 12 through 17**)

a.7% of speeches were rated at the accomplished level or higher in terms of their

introductions; roughly 52% were rated at the developing or higher levels in terms of

introduction.

b. Slightly more than 12% of the speeches were rated at the accomplished level or

higher in terms of body; 61% were rated at the developing or higher levels for this

dimension of the rubric.

c. 24% of the speeches received at least an accomplished average rating in terms of

content; 74% of the speeches were rated as developing or higher in content.

d. 11% of the speeches received at least an accomplished average rating in terms of oral

documentation; 67% of the speeches were rated as developing or higher in this aspect

of the rubric.

e. 11% of the speeches received at least an accomplished average rating in terms of conclusions; 47% of the speeches received an average rating of developing or higher in this dimension of the rubric.

f. 24% of the speeches received at least an accomplished average rating in terms of

language; 96% of the speeches received an average rating of developing or higher in

this dimension of the rubric.

g. 16% of the speeches received at least an accomplished average rating in terms of

nonverbal vocal; 75% of the speeches received an average rating of developing or

higher in this dimension of the rubric.

h. 10% of the speeches received at least an accomplished average rating in terms of

nonverbal physical; 69% of the speeches received an average rating of developing or

higher in this dimension of the rubric.

2. Means and standard deviations of average ratings for the entire district and for each campus

or center highlight the following (**See table 1**):

a. The highest average rating when all campuses are aggregated is associated with the

*Language* dimension.

b. The lowest average rating when campuses are aggregated is associated with the

*Conclusion* dimension.

c. The two highest average ratings came from Edison Online students and were

associated with the Content and Language dimensions; however, this study included

only three speeches from Edison Online students.

3. An analysis of variance (ANOVA) was conducted for each rubric dimension and total score (dependent variable); each analysis included campus as the independent variable (**See tables2 through 11**).

a. For six of the eight, these analyses failed to yield significant evidence that student

performance was dependent on the campus or the modality of instruction.

b. The campuses differed significantly in the mean scores for the *Body* dimension of the

rubric (**See tables 3 and 4**).

c. The campuses differed significantly in the mean scores for the *Conclusion* dimension

of the rubric (**See tables 7 and 8**).

Lee County Oral Com Center Assessment Results

A spring semester correlation study for an FYE/Academic Success Center (CCR Division) 2012/13 unit goal at the **Lee Campus** has been provided by Institutional Research.  The intended result of this study was to demonstrate that students who receive support in the Oral Communication Center (OCC) and are enrolled in course sections for SPC 1017 and SPC 2023 will have significantly higher course success rates than students in the same courses who do not receive support in the OCC.  Accutrack records for the spring semester documenting student utilization and purpose were provided to IR.

Data analysis of OCC student participants for the 2013 spring semester demonstrate:

1.       a positive and significant correlation was found to exist  for numeric grade and if a student visited the OCC

2.       a positive and significant correlation was found to exist for numeric grade and the number of times a  student visited the OCC

3.       a positive and significant correlation for numeric grade and if a student visited the OCC for SPC 1017

4.       a significant correlation was ***not***found to exist for numeric grade and the number of times a student visited the OCC for SPC 1017

5.       a significant correlation was ***not*** found to exist for numeric grade and if a student visited the OCC for SPC 2023

Please note corrections/changes approval, etc in RED.

**Speech Student Learning Outcomes**

**Outcome Descriptions:**

To increase student oral communication assessment scores on the public speaking rubric, speech faculty will focus on increasing the scores in four rubric criteria: introduction, body, Oral Citations, Conclusion and Nonverbal Physical behaviors.

SLO1 Approved

*Students will be able to prepare and deliver an effective speech introduction that gains the attention of the audience, establishes speaker credibility, relates the topic to the audience, identifies the topic and previews the main points of the speech.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Rubric criterion | 60% of the students will rate at the developing or higher levels |

SLO2 Approved

*Students will be able to effectively organize the* ***body*** *of a speech by identifying main points, using appropriate support material and connecting ideas with appropriate transitions.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Rubric criterion | 70% of the students will rate at the developing or higher levels |

SLO3 Approved with a modification

*Students will know how to avoid plagiarizing when speaking by incorporating an oral citation that includes appropriate information.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Rubric criterion | 70% of the students will rate at the developing or higher levels |

SLO4 Approved

*Students will be able to provide effective speech closure by delivering a* ***conclusion*** *that signals the end, reviews purpose and main points and that ends smoothly and memorably.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Rubric criterion | 60% of the students will rate at the developing or higher levels |

SLO5 Approved

*Students will be able to apply nonverbal physical behaviors appropriately to deliver an effective extemporaneous presentation.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Rubric criterion | 75% of the students will rate at the developing or higher levels |

**Speech Operational Outcomes**

**Operational Outcome One: Approved with Modifications**

*Speech faculty on the Fort Myers Campus will require students to visit the Oral Communication Center a minimum of one time each semester for each course taught.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Statistics from Accutracker Data  | 100% of the Full Time speech faculty and 50% of the Adjuncts who teach on the Fort Myers campus will require that each of their classes visit the Oral Communication Center Once for oral communication instructional assistance (And will be put on the syllabus) |

**Operational Outcome Two: Approved**

*Dr. Katie Paschall will develop a plan with the Director for Academic Support Services by December 2013 to provide and track instructional support for oral communication services on the Collier County campus.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Statistics from Accutracker Data  | The Director of Academic Support Services will forward data from accutracker to the Department Chair to show the number of student visits from January 2014 to April 2014 of students enrolled in speech courses who seek oral communication instructional support per semester.  |

**Operational Outcome Three: Approved**

*Prof. Tonia East will develop a plan with the Director for Academic Support Services by December 2013 to provide and track instructional support for oral communication services on the Charlotte County campus.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Statistics from Accutracker Data  | The Director of Academic Support Services will forward data from accutracker to the Department Chair to show the number of student visits from January 2014 to April 2014 of students enrolled in speech courses who seek oral communication instructional support per semester.  |

**Operational Outcome Four: Approved**

*Speech faculty will attend professional development workshops on Introductions and Conclusions; Incorporating Oral Citations; and Applying Appropriate Nonverbal Physical Behaviors.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Schedule of TLC Workshops TLC Attendance log  | Eighty (80%) of the speech faculty teaching during the 2013/2014 school year will attend the TLC workshops.  |

**Operational Outcome Five: Approved with Modifications**

*Speech faculty will increase the number of supplemental instructional support material in the Speech Communication Canvas Resource Center by posting classroom assignments to provide classroom instruction in the following public speaking criteria: introductions, conclusions, incorporating oral citations, and nonverbal physical behaviors.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Number of assignments posted to the Speech Communication Canvas Resource Center  | 40% of the speech faculty teaching during the 2013/2014 school year will submit at least one assignment to be posted to the Speech Communication Canvas Resource Center  |

**Operational Outcome Six: Approved with Question**

*Speech faculty will increase the number of instructional videos for informative and persuasive speeches posted to the Speech Canvas Resource by requesting to secure the rights of student videos that score a 3 or higher in each criterion of the public speaking rubric in exchange for a $100 stipend. (Paid from speech lab fees)*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Additional videos posted to the Speech Communication Canvas Resource Center  | Two new informative and two new persuasive videos will be posted to the Speech Communication Canvas Resource Center for during the 2013/2014 school term  |

**Clarification: Professors may secure the rights for using the video recordings of outstanding online students by having the students complete the appropriate form to obtain their permission. Although we do not have to offer students a stipend, it would be helpful to abide by a consistent policy. If we pay one student, we need to pay all.**

**Operational Outcome Seven: Clarification: Budget will be tied to operational outcomes. Having this outcome allows us to purchase the listening style inventories, presentation style inventories and other self-awareness and assessment tools out of the lab fees that we currently collect.**

*Speech faculty will research and purchase instructional materials to help students gain self-awareness in the areas of listening styles, listening skills, public speaking skills, intercultural competence and critical thinking skills.*

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| **Assessment Method** | **Expectation/Measure of Success**  |
| Purchase orders  | TLC discipline specific workshops to provide instruction on how to use these tools in the classroom  |

**Foreign Language Students Learning Outcomes**

**Outcome Descriptions:**

Students enrolled in foreign language courses for dual enrollment credit in the high school will perform at or above the level of communication skills ~~average level of proficiency~~ for students enrolled in the same courses at Edison State College.

**Student Learning Outcomes (SLO)**

SLO1

Students enrolled in SPN 1120 for dual enrollment credit in the high schools will perform at or above the average level of communication skills ~~proficiency~~ for students enrolled in these same courses at Edison State College.

SLO2

Students enrolled in FRE 1120 for dual enrollment credit in the high schools will perform at or above the average level of communication skills ~~proficiency~~ for students enrolled in these same courses at Edison State College.

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|  | **Assessment/Method** | **Expectation/Measure of Success** |
| SLO1  | Common Examination  | The class average for the dual enrolled students in FRE 1120 will be at or above the class average for students enrolled in the same course at Edison State College.  |
| SLO2 | Common Examination  | The class average for the dual enrolled students in SPN 1120 will be at or above the class average for students enrolled in the same course at Edison State College.  |

O**perational Outcomes (OPO)**

**OP 1**

Faculty will attend a workshop scheduled through the TLC and led by full time foreign language faculty to standardize the grading for the common examinations in Spanish 1120 and French 1120 on November 9, 2013.

**OP 2**

Dual enrollment assessments for FRE 1120 and SPN 1120 will be completed by March, 2013.

**OP 3**

Full-time foreign language faculty in consultation with the Director for Academic Support Services will interview and select tutor(s) to provide assistance to students learning another language by March 2013.

**OP 4**

Full time foreign language faculty on the Lee County Campus will initiate a flow of traffic to the Foreign Language Center for instructional support by developing promotional materials to publicize hours of operation and tutoring services provided in the Foreign Language Center on the Lee County Campus by March 2013.

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|  | **Assessment/Method** | **Expectation/Measure of Success** |
| OP 1: | TLC attendance Verification  | \*\*60% of adjunct and 100% full-time faculty will attend the assessment workshop on Saturday, November 9, 2013.  |
| OP 2: | Graded Examinations  | Assessment Report from the Director of Academic and Course Level Assessment  |
| OP 3: | Promotional Materials  | Number of students seeking instructional support  |
| OP 4: | At least one tutor will be identified for hire  | Completion of H.R. Paperwork  |

\*\*\*This is approximately the percentage of Spanish adjunct faculty signed up to attend the workshop. There are a total of 10. Two ground professors cannot attend and the 3 online professors are not attending. Of the 3 adjunct French professors that can attend, the two ground professors are attending. The one online professor is not attending. The percentage of French adjunct attending is 66%.