I. **Results of O-Focus Assessment.** Results of the O-Focus assessments taken by students enrolled in all sections of Speech 151 courses were discussed. On the assessment survey, students were asked to indicate the percentage of course material that was devoted to oral communication activities. Results showed that 47.6% of all students who took Speech 151/251 felt that 41-75% of course material for Speech 151 was devoted to oral communication activities, and 50.6% felt that more than 75% of the course focused on oral communication activities. Together, 98.2% of students who took Speech 151/251 in the Fall 2008 semester felt that over 40% of Speech 151 courses focused on oral communication activities. This provides encouraging evidence that Speech courses are exceeding the 40% hallmark for oral communication activities in O-Focus courses.

The data measuring the degree to which students perceived that Speech courses fulfilled the goals of oral communication training is also encouraging. Five scale items were assessed using a 5-point interval scale (1=Strongly Disagree, 5=Strongly Agree). Students reported general agreement that oral assignments related to the course content (M=4.49), that they were more comfortable in oral communication activities (M=4.33), that the instructor provided sufficient oral training (M=4.30), that they felt more competent in meeting oral demands in their future careers (M=4.44), and that the instructor provided specific feedback (M=4.34).

The degree to which students perceived improvement in various aspects of their public speaking skills was also assessed with 4-point interval scales (1=No improvement, 4=Tremendous improvement). On average, students reported significant improvement in the following areas: choosing a topic, organizing information, providing strong support, better use of language, the ability to use vocal expressiveness, ability to adapt to an audience, competence in interpersonal communication, ability to handle visual aids, ability to use body language effectively, ability to eliminate nervous body language, ability to sustain eye contact, ability to assess/critique the presentations of others, ability to maintain poise, and competence in small group discussion. Mean scores on the assessment items ranged from 2.92 to 3.21. These results also provide encouragement that the Speech 151/251 courses have been successful in improving students’ public speaking abilities. See Table for mean scores on each of the scale items.
Finally, the degree to which students perceive they can exhibit the course student learning outcomes after having taken the Speech course was also assessed using 17 items measured on 5-point interval scales (1=Very Low, 5=Very Good). The mean scores on each of these items ranged from 3.95 to 4.12. Students were confident in their ability to: describe the communication process, explain self-identity, exercise effective listening skills in interpersonal, group, and public situations, assess language and body language, explain principles of interpersonal communication and conflict management strategies, demonstrate principles of effective small group communication, identify effective leadership styles, choose/narrow speech topics, develop clear organization for presentations, demonstrate effective delivery skills and adapt to various interpersonal, small group, and public speaking situations. The data suggests that the student learning outcomes set forth in Oral-Focus courses are sufficiently being met. See Table for mean scores on each of the assessment items.

II. **Future Steps to Maintain and Improve the O-Focus.** For each of the measures described above, a slight downward trend in mean scores was observed from Fall 2008 to Spring 2009. While the decrease in mean scores was not cause for alarm, it was worthy of investigation. Further inspection of the data reveals several possibilities for the trends observed. First, the sample size for the Spring 2009 data was significantly larger than the Fall 2008 data. In fall, 130 student responses were collected, whereas in Spring 2009, 171 responses were collected. It is possible that the larger sample size could have better approximated the mean scores than the smaller sample in Fall 2008, hence, the discrepancy in mean scores across all measures.

A second possibility for the observed decrease in mean scores is the introduction of Speech 151 on Cable TV. The non-face-to-face nature of cable courses may have affected student rankings in each area. Upon further investigation of the data collected from cable courses alone, however, the only area that students perceived less improvement was in the area of small group discussion. This finding makes sense being that student interactions with each other are significantly reduced in a distance education context. To address this issue, the Speech Cable instructor will explore creative ways for students to collaborate in groups with their classmates, even in the non-face-to-face context. Laulima was suggested as a means for students to conduct group meetings via the chat rooms, forums, or discussions board.

We intend to stay vigilant of the trends in the data and will closely monitor the mean scores from this semester to the next.

III. **Changing the Course Description for Speech 151 in the Course Catalog.** The Committee on Programs and Curricula approved the request to eliminate the Oral-Focus requirement and reinstate it as a Speech requirement for graduation. Verbiage in the catalog needed to be reworded to reflect the changes. Kara met with Scot Pary, Academic Advisor, to edit the existing verbiage in the catalog and
will submit the changes to Marcia. Changes will also need to be made to the Schedule of Classes and Banner.

IV. **Knowledge Surveys.** We intend to work on creating a pre-test/post-test measure to assess student knowledge of interpersonal communication and public speaking principles before and after taking Speech 151/251. Kara will work closely with Doug Raphael, new full-time instructor in Speech, to develop a measure that will assess student knowledge gained from the course. Knowledge surveys will have to be taken by all students enrolled in Speech at the beginning and end of the semester. These particular items will be included as part of the students’ final examination.