

# **Communication 111 High School Concurrent Assessment Plan and Results (2010-2011)**

**Richard N. Armstrong, Ph.D.  
Elliott School of Communication  
Wichita State University  
Director of the WSU Basic Public Speaking Course**

## Assessment Plan and Measured Results

Scores on the Policy Persuasive Speech are seen as the ultimate indication of achievement in Comm. 111 since this speech is the capstone speech in the course and is intended to demonstrate students' cumulative acquisition of knowledge relative to delivering an effective speech. For comparison purposes, composite scores of non-concurrent WSU students on the Policy Persuasive Speech during the 2010-2011 academic year are provided below, followed by the composite scores for the same measure by high school concurrent students.

### **WSU Students (non-concurrent)**

Policy Persuasive Speech Average: 86.91%

### **High School Concurrent Students**

Policy Persuasive Speech Average: 88.25%

Results indicate that Communication 111 High School Concurrent Students continue to exceed the achievement levels of non-concurrent WSU students on the Policy Persuasive Speech. A score in the 80's or above is considered to be a good measure of success for students taking Comm. 111.

## Assessment Plan and Faculty Development

High School concurrent instructors are invited to attend selected segments of Comm. 750C each August as their interests, needs and schedules dictate. Comm. 750C is the course that prepares new Elliott School GTA's and Lecturers to teach Comm. 111-Public Speaking. However, it is impossible for high school concurrent instructors to attend Comm. 750C in August since they have orientation and in-service commitments in their respective school districts during the same time period. I do not consider this to be a major problem, though, since the high school concurrent instructors have extensive backgrounds in communication education and pedagogy.

Several times during the semester, I consult with concurrent instructors via phone and e-mail over course related matters. Concurrent instructors also have the Student Perception of Teaching Effectiveness instrument administered in their

Comm. 111 classes each semester by WSU personnel, although they are the only ones who see the results, as far as I know.

During the summer of 2011, I met with new high school concurrent instructors to orient them to teaching Communication 111.

### Assessment Plan Notes

Comm. 111 High School Concurrent Instructors use the same required textbook, course Handbook, syllabus, Curriculum Guide (day by day teaching instructions), Midterm and Final Exam, evaluation forms, grading criteria, speech assignments, and all other common assignments and other requirements as students taking the course from WSU instructors on the WSU campuses. Therefore, the experience of the high school concurrent students should be essentially equivalent to the experience of WSU students taking Comm. 111 from WSU instructors.