

## Survey

We did two surveys. Pre survey and post survey on 5-point Likert scale. The bellow questions were measured through 5-point scale with the following items: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree).

### **Strengthen interpersonal communication through effective writing, speaking, and listening**

- I improved my ability to speak in group settings
- I can express my ideas more clearly in writing
- The sessions helped me develop better listening skills

### **Prepare and deliver informational presentations in various settings**

- The sessions gave me opportunities to practice delivering presentations
- My presentation delivery skills have improved
- The sessions enhanced my ability to prepare a presentation

### **Engage with and influence others through active listening and persuasive communication**

- I am better at active listening
- The sessions improved my ability to adapt my communication styles to different audiences
- I gained knowledge of persuasive communication techniques

## Questions from the Form

1. **Name of Person Completing Report:** Dr. Alex, Dr. Nina & Cortney
2. **Department:** Center for Leadership & Engagement
3. **Name one initiative your department intended to assess. (Programs, activities, events, training sessions, etc.):** Program- Tuesday Talks
4. **How did you conduct your assessment?** Survey
5. **What Communication learning goal(s) did your department intend to assess?**  
We looked at all three.
6. **Explain how you utilized the assessment methods in #4 to assess the learning goals outlined in #5.** We created a survey that touched on all three goals and had specific measurable questions for each of the objectives.
7. **Name of Person Overseeing Assessment Project:** Rebekkah Wall
8. **Did your department assess more than one initiative?** No

9. **Summarize what was learned:** Lot has been learned about the Tuesday Talks. We learned that overtime students improve, which is important. We know that after providing feedback and giving students more opportunities, the students will improve. We also learned that students mostly improved with interpersonal skills through speaking, writing, and listening, but have more to grow in their ability to present in different settings. This may be typical as they do not always feel comfortable in front of many people or in a space that they do not consider “safe” or “empowering.”
10. **How will you use the outcomes for further planning?** We will continue opening opportunities for students to present in different settings and in front of different audiences, so they continue improving and growing. We will also continue giving feedback to students and monitor their improvement.

### **Introduction**

The program assessment started with our interest in Tuesday Talks that occur every week at the Center for Leadership. The point of the Tuesday Talks is to give an opportunity to students employed by the Center (undergraduate students working at the front desk as well as Graduate Assistants) to work on their presentation skills. What we noticed in the past is that students are not always enjoying the process of speaking in front of others and lacking on skills to create a strong presentation. Therefore, we worked this past year to reframe the way we offer Tuesday Talks and mentor the students more to improve their communication skills overall. That is the reason for the survey, to see how much have students improved and what else we need to work on in order to help our students strengthen their communication skills.

We had two surveys, pre and post survey so we actually looked at how students improved overtime. We were hypnotizing that the students would improve overtime on their skills on all three objectives.

### **Data Analysis**

#### **Demographics**

Year in school	Number #
Freshman	3
Sophomore	1
Junior	1

Senior	2
Graduate Student	2

From the table above, we can see that that was almost an even split amongst students who took the survey and their year in college. From the data collected, we also learned that all students were in humanities, more specifically in Literature and Communication Studies departments. n=9.

#### Pre-survey data

Participant	SA	A	N	D	SD	Mean
1	1	2	1	0	0	<b>4.25</b>
2	2	2	1	2	1	<b>3.36</b>
3	1	1	1	3	0	<b>2.83</b>
4	1	1	2	4	1	<b>2.56</b>
5	1	1	3	2	2	<b>2.75</b>
6	1	1	4	1	1	<b>3.00</b>
7	2	1	2	3	0	<b>3.11</b>
8	1	2	3	3	0	<b>3.20</b>
9	1	1	4	2	1	<b>2.78</b>

#### Post-survey data

Participant	SA	A	N	D	SD	Mean
1	2	4	0	0	0	<b>4.33</b>
2	1	4	0	0	0	<b>4.17</b>
3	1	2	2	2	0	<b>3.00</b>
4	3	3	0	0	0	<b>4.50</b>
5	3	3	0	0	0	<b>4.50</b>
6	4	1	1	1	0	<b>3.75</b>
7	2	1	2	2	0	<b>3.14</b>
8	1	4	1	1	0	<b>3.71</b>
9	1	4	0	1	0	<b>3.86</b>

After running a Pearson Correlation between pre and post survey the  $r=0.76$  which shows a strong positive correlation between the two surveys showing that yes, the students do improve over time in their skills. Result was also statistically significant at  $p=0.021$ .

This means participants who had higher pre-survey scores also tended to have higher post-survey scores. Moreover, the average attitude increased from 3.09 to 3.99, suggesting a meaningful positive shift (roughly +0.9 points) in agreement or favorable responses after the intervention or time period.

A paired-samples t-test was conducted to evaluate the effect of the intervention on participants' attitudes.

There was a significant increase in average attitude scores from the pre-survey ( $M = 3.09$ ,  $SD = 0.55$ ) to the post-survey ( $M = 3.99$ ,  $SD = 0.56$ ),  $t(8) = 3.87$ ,  $p = .005$ ,  $d = 1.30$ .

These results suggest that participants' responses became notably more positive after the intervention, reflecting a strong and meaningful improvement.

### **Assessment**

Looking at the data, we discovered that over time, the students improved their skills thanks to the Tuesday Talks. However, when looking further into the results, we noticed that the students improved tremendously when it comes to written communication but not as much when it comes to preparing presentations in various settings. Moving forward, we are going to have more emphasis on the settings in which students can present and continue to help them grow. We are going to do so by asking students to present in a classroom setting (like GEP classes), potentially at our other series at the center, and work with them individually.

### **A YEAR later: Closing the Loop**

After a while we went back and did another post survey to see if there had been more improvement over the measured outcomes previously. One year after identifying the need to strengthen students' oral presentation skills, the team successfully implemented several strategies to address this gap. Students were given additional opportunities to present in classroom settings, at other events, and through one-on-one coaching. Additional post-survey data showed measurable improvement in students' confidence and ability to present effectively across various settings. These results demonstrate that intentional program adjustments based on assessment findings led to meaningful gains in both communication and presentation outcomes.