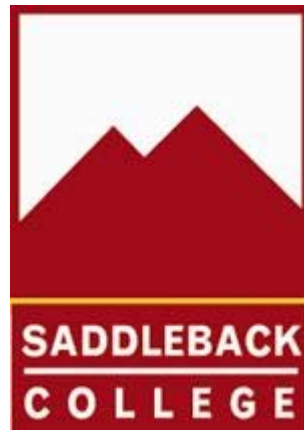


**Saddleback College
Program Review for the
Speech Department**



Submitted on

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Program Review Team Members and Approvals

Program Review Team Chair:

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Division Dean

Program Review Chair

Academic Senate President

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Program Review Checklist

Date Completed	Action
February, 2006	Contact Program Review Chair for orientation
February, 2006	Form Program Review Team
September, 2006	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
September, 2006	Solicit input from faculty and students
September, 2006	Determine if additional research is needed
September, 2006	Contact College Research Analyst if necessary
October, 2006	Write Program Review report
	Submit report to Dean and Program Review Chair for approval
	Report submitted to Academic Senate for approval
	Report submitted to Office of Instruction for approval
	Report submitted to College President and the Office of Institutional Effectiveness
	Report posted to the IE web site
	Open, formal presentation to the Program Review Committee and other interested parties

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The Speech Department's primary goal is to provide Saddleback students with useful communication skills. We know that these skills will define their future success in college, in their professions and in their personal lives. A considerable body of evidence demonstrates the need for oral communication education, a portion of which is listed below.

The Speech department seeks to achieve its goal through two separate avenues. First, the department is in the unique position of maintaining two basic courses (Speech 1 and Speech 5), either of which is required of all students in the college who seek an AA/AS degree or transfer credit. To ensure student success after they leave Saddleback, the department maintains articulation and transfer agreements with transfer schools. Second, the department offers a diverse breadth of courses that fulfill general transfer requirements as well as promote the personal growth of our students.

Saddleback's stated mission is to "provide access to learning opportunities that promote students success" and to "foster ... individual expression." A 2005 study points to the role of communication education plays in these goals. The study makes the fundamental claim that communication skills directly contribute to student success in college (Kuh, Kinzie, Schuh, Whitt & Associates, 2005). In addition, all speech courses help foster individual expression.

We believe all the courses taught in Speech directly contribute to the mission of the college. Communication skills promote success in school and success after graduation. At least eleven specific studies prove this causal relationship:

1. The ability to communicate was ranked first among personal qualities sought by employers (Wall Street Journal, 2004).
2. Communication skills is the number one personal quality employers seek (NACE, 2000).
3. It is the most important competency for college grads entering the workplace (Maes, Weldy & Icenogle, 1997).
4. Three of the top four qualities desired by human resource managers were communication skills (Windsor, Curtis & Stephens, 1997).
5. Communication skills are tied to upward mobility (Dauphinais, 1997).
6. Communication skills are the key to retaining employees (Knowledge Point, 2000).
7. Specific studies cite the importance of communication skills in the fields of research science, accounting, auditing, banking, law, engineering and with entrepreneurs (Morreale, Osborn, & Pearson, 2000).
8. Communication education increases critical thinking (Allen, Berkowitz, Hunt & Souden, 1999).

9. **Communication education improves the ability to be consumers of modern media (Metallinos, 1992).**
10. **Communication education produces leadership skills (Grace, 1996).**
11. **Communication education contributes to successful family relationships (Pearson & Sessier, 1991).**

The Speech department believes that its courses operationalize the language of least seven of the eight components of the college's "Goal:"

- **Speech courses are key components of the college's general education Core and Breadth requirements "leading to the Associate in Arts and Associate in Science degrees."**
- **Since the evidence cited earlier indicates that communication skills are critical to any career, speech courses enable students to "pursue their educational and career goals." Our Program Review Data Set reveals a significant fact. It shows that the students who take Speech department courses use one specific rationale for choosing Speech courses over all others (except those involving "requirement"). The rationale they use is "acquiring job skills" (Speech Program Review Data Set, October 2006, Appendix, page ~~XX~~). We believe this validates the studies cited earlier: Our students seem to know and agree that communication skills are key to their professional goals.**
- **All courses offered by the Speech department are either transferable or fulfill specific "baccalaureate-level transfer ... curricula."**
- **The evidence cited earlier also suggests that communication education provides the "basic skill instruction so that students may be successful in their chosen course of study."**
- **The evidence cited earlier also suggests that communication education provides the "basic skills instruction so that students may be successful in their chosen course of study."**
- **Saddleback Speech department's Intercultural Communication (Speech 20) provides "access for the community to the ... cultural ... resources of the college."**
- **Courses like Gender Communication (Speech 8), Intercultural Communication (Speech 20), Introduction to Oral Interpretation (Speech 30) and Interpreters' Theatre (Speech 32) further "provide opportunities ... for skills upgrading and retraining for professionals and life-long learning for older adults."**

B. Historical Background and Unique Characteristics of the Program

1. **The speech department provided the first national recognition for the college by winning the National Forensics Championship in 1982. This honor was repeated in 1997 and 1999. In recent years the District Forensics Team has amassed 150 sweepstakes awards over 11 years as well as a plethora of individual successes. Some of the recent**

highlights include: The National Parliamentary Debate Association national champions Community College Division -2000, 2002, 2003, 2004, 2005, 2006. CCCFA California State Champions – 1995, 1997, 1998, 2002, PSCFA – League Champions – 1994, 1995, 1996, 1997, 1998, 1999, 2002, 2003, 2004, 2005, 2006, and the Bovero top speaker in the nation at Phi Rho Pi award 1997 Jennifer Priestly, 2002 Dylan Hendrickson. Special awards include Huffer-Goldman sprit award for Readers Theatre in 1997, 1999 and 2005. The Collie-Taylor fellowship award for coaches Larry Radden 1997, 1998, 1999, 2005.

2. One of the former successes of the department was the highly touted Southern California Oral Interpretation Festival. Invented with the school's inception, the program ran for 16 years and brought national recognition to the campus. Funded primarily through Saddleback ASG. But supported in part by OSH, the program hosted such notables as Maya Angelou, Charlton Heston, William Windom, and Gwendolyn Brooks. Funding cuts resulted in the cancellation of this program.
3. The skills taught by the speech department are in high demand by the general public and local businesses, which often seek to refine communication skills in diverse areas such as interpersonal analysis and conflict resolution, critical thinking, and presentational capabilities.
4. The courses we teach are inherently interactive in nature. Such student-teacher interaction involves significant opportunity for exchange of ideas, evaluations and perceptions. This is not conducive to large lecture modes of teaching

C. Progress Since the Last Program Review

Our last program review mentioned that one of our primary goals was recognizing the critical importance of addressing communication apprehension (“stage fright”). We previously stated that communication apprehension is probably the most prevalent fear among college students (and almost everyone) today. This finding is critical because specific research found that 1.) People with high levels of communication apprehension are harmed academically, personally and professionally, 2.) The future consequences for people who approach the professional career market with high levels of communication apprehension are particularly bleak, and 3.) Students who take oral communication courses can understand and significantly reduce their levels of communication apprehension.

With regard to the last point (finding number three), our department decided to assess whether and to what degree our students were indeed reducing their levels of communication apprehension. Consequently, our first Student Learning Outcome (SLO) for 2005 stated *Students completing Speech 1 (a cornerstone class): Communication Fundamentals will assert reduced levels of public speaking apprehension*. To date, we have surveyed our students using the national PRPSA assessment, and are currently developing a scoring mechanism to score our students' responses. This exemplifies progress made since the last program review in that we are actively recognizing the critical importance of addressing stage fright.

D. Current Strengths, Opportunities, and Challenges

The Speech department possesses several strengths. First, the department continues to offer courses that fulfill both core and breadth general education requirements. These courses have been remarkably successful, as shown in the Program Review Data Set for Speech. Two specific findings stand out. The Speech department's “success” rate since

the spring of 2001 has averaged 71.3%. The department's "retention" rate average for the same period is 91.4% (Appendix page XX). We believe these figures are particularly noteworthy in light of the communication apprehension students bring to all speech classes. This inherent problem is certainly responsible for some portion of our drop rate. Because of this unique problem, we believe our "success" and "retention" rates are especially outstanding. Second, Speech department courses help students develop critical communication skills they will use in any life endeavor. Third, the department offers specific courses that reflect the discipline in general and provides a diverse student population with thorough quality communication instruction that can be used in a variety of educational, professional and personal arenas. These courses, such as Intercultural Communication and Gender Communication, mirror the direction that our transfer schools are taking. The department continues to support a superior forensics program. Our forensics team provides a uniquely intense and individualized communication experience. All forensics students increase their oral, written and critical thinking skills while developing a greater level of self-confidence. We will continue to monitor our curriculum so as to reflect community needs, meeting articulation agreements, and the discipline. The department continues to engage in vigorous screening and hiring practices designed to secure the finest instruction available.

If we were working under optimal fiscal conditions, wherein we could offer elective (or even non-transferable) courses, we might have the opportunity to consider the development of courses in interviewing, organizational communication, listening and other theory courses. In the spirit of co-curricular cooperation and for the college at large, we recommend that the course in Business Communication be taught by a qualified speech communication specialist.

The primary challenge facing the Speech department is to move from a reluctant acceptance of the class cap of thirty on our classes to a reduction to twenty-five. To a person, the full-time certificated faculty of this department has always been involved on both a state and national level with current organizations and publications. Given our knowledge of the field and the critical need to provide students with high quality communication skills, this faculty unanimously rejects the current cap of thirty as pedagogically unjustifiable. The Speech faculty has always strongly believed that the cap should be lower, more in line with the AB 1725 goal of 25 students. Since twenty-five is also the cap established in the classes offered by the four-year schools we articulate with, our cap of thirty is even more problematic. We strongly believe that to increase numbers for the sake of increased revenue reduces the effectiveness of the interactive instruction that takes place in our classes.

Section II: Review Report

A. Faculty and Staff

1. Staffing Structure

The current staffing structure includes four full-time instructors, one of which serves as the department chair, and thirteen part-time instructors. The department is currently understaffed two full-time instructors. This causes the department to staff forty-nine percent of its classes with part-time instructors, which we believe creates numerous difficulties for our students not the least of which is accessibility.

2. Full-time to Part-time Ratio

Our department currently offers forty-nine sections; twenty-five taught by full-time faculty and twenty-four taught by part-time faculty. We believe this ratio negatively affects the department and its students. The department is affected by reduced faculty representation in committees and activities throughout the college. The students are affected by the numerous limitations of part-time instructors including but not limited to 1) the transient nature of part-time faculty; 2) the lack of scheduled office hours; 3) the lack of permanent facilities; etc.

3. Changes Needed in Administration, Faculty, and Staff

There are a number of changes that would benefit the department. The department needs to hire two new full-time faculty members. The department would greatly benefit by creating a staff position to assist in the forensics program. The department would be much better served by a department chair that receives reassigned time to perform his/her duties rather than a stipend.

B. Curriculum and Instruction

1. Our department offers an Associate Degree in Speech Communication, as well as fulfilling transfer and general education requirements. Public Speaking and Interpersonal Communication are included among the core courses of the general education requirement.

2. Our courses serve a twofold purpose within the mission of the college. One, they satisfy transfer and degree requirements for the four year schools. Two, they are among the most popular choices among community members wanting to improve their skills and job opportunities.

3. At this time periodical assessments done by the department as a whole are used to evaluate our course offerings.

4. The formalization of Student Learning Outcomes is helping us to identify and evaluate specific learning objectives in our courses. The process is new to us, but we are satisfied at this time with the SLO assessments, and are hopeful that the measurement of these objectives will allow us to continue to refine our curriculum and instructional delivery in a fashion that will maintain and enhance student preparation and success.

5. **There are currently at least two ways that we are striving to improve instruction, including staff development and the use of technology. Staff development involves the occasional attendance of events and meetings within the discipline, department retreats, and one to one mentoring. As for the use of technology, the dean and college continue to be supportive of providing classroom technology enhancements. Within the department faculty are also encouraged to take advantage of the technology instruction offered on the campus. Since the courses we teach largely revolve around face to face communication, we are in agreement that they are best taught in a classroom environment, and not through distance education.**
6. **There have been no curriculum changes since our last review. There are two classes that were taught at the time of our last review that we are not currently offering due to the fact that retired faculty have not been replaced.**
7. **The department offers two courses that fulfill the core Oral Communication requirement for transfer and degree. We also currently offer a course that fulfills the Critical Thinking requirement, and three courses that fulfill the Information Competency requirement. In fact our Public Speaking course was used as the model for fulfilling the Information Competency requirement. We also offer a number of lower division classes that fulfill requirements for Speech Communication majors as well as satisfy electives for non majors. As a result our courses are seen by students as highly desirable, and maintain a very high retention and success rate.**
8. **We are not currently anticipating any changes in our curriculum, but we recognize that the need to maintain and enhance our course offerings is an ongoing work in process.**

C. Student Success

The Speech Department's two general education courses, Public Speaking and Interpersonal Communication, require no prerequisites. As a result, we serve a student population that comes to us with a very wide range of skills and preparation. Our SLO's have given us the opportunity to assess the learning of our students in very specific ways, and we are pleased that, in spite of the inherent difficulties included in working with such a diverse skill level, our assessments indicate that students are learning very specific outlining and research skills. These skills lead to more effective oral presentations, and as studies already noted indicate, will enhance both job opportunities and job success.

Generally, we find a common high anxiety level among our students as documented to be true of the general public. Unlike math anxiety, in a public speaking course anxiety is magnified by virtue of the presentational nature of the class. Again our SLO's are giving us the opportunity to assess the impact our instruction and assignments are having on our students. We are currently running a beginning of the semester pre-test, and an end of the semester post-test to determine how successful our students are at lowering their apprehension levels. At this time all evidence of our success has been anecdotal, but we look forward to being able to verify it with more concrete evidence.

The faculty reports a high degree of confidence that most of its goals are being met. This conclusion is based on the continued affirmation by the governing bodies of the college, pertinent committees, and the constant high enrollments our course offerings. We look forward to validating our strengths and successes, and to making any necessary improvements based on the finds of future SLO assessments.

D. Facilities, Technical Infrastructure, and Resources

- 1. The department currently uses three primary classrooms, only two of which are located within the Fine Arts division facilities. We need one more primary classroom we can rely on for scheduling in order to avoid the difficulty of assigning classes to random facilities throughout the college. The size of our classrooms is adequate for our needs, but we have significant quality issues with the two rooms located in Fine Arts (FA 311 & 312). These two rooms share a temporary wall which creates noise issues, and negatively impacts the learning environment. Beyond basic classroom instruction we have a highly competitive forensics program which at this time lacks a facility in which to meet and rehearse (this is tantamount to a basketball team having no gym within which to practice). As a result coaches are forced to hold rehearsals in cramped offices and to rely on the occasional availability of classroom space. This program desperately needs its own facility.**
- 2. There has been a significant improvement in the technology available in our three primary classrooms, but we can not count on this when forced to schedule classes in other facilities around the campus. We do need more up-to-date video recording technology in our classrooms, and the forensics program would greatly benefit by the inclusion of computer stations in a new team facility.**
- 3. Overall we believe the library has done a good job of fulfilling its mission, but it has an ongoing struggle to keep up with the most current research capabilities. For example, the lack of the availability of research programs like LexisNexis profoundly impacts the research capabilities of our classroom students and forensic team members.**
- 4. We believe that the limited hours of operation of our library negatively impacts our student's and our forensic competitor's ability to accomplish their goals.**
- 5. The installation of permanent computer stations, video players, and projectors in our primary classrooms has greatly enhanced our teaching capabilities. There have been no other changes in our facilities.**
- 6. As previously noted our forensics program needs its own facility and computer capabilities. Without this facility we feel the educational and competitive experience of the team members will suffer, potentially leading to a loss of students to other college programs. The classrooms FA 311 & 312 need to have a permanent soundproof wall installed between them, and the department needs one more primary classroom for scheduling.**

Section III: Needs Assessment

A. Human Resource Needs

- 1. Forensics Coach/Classroom Instructor:** We have lost two full-time instructors to retirement who have not been replaced. Because the forensics coach is such a time consuming and energy sapping position we have traditionally hired faculty replacements who can take on that role (our most recent hire is the only exception to this since the forensic program began in the 1970's). This hiring would allow the current coach to eventually rotate into a straight classroom teaching position.
- 2. Speech Communication Generalist:** As a result of the fact that we have lost two full-time instructors to retirement we are also in need of another generalist instructor. This need is enhanced by the knowledge that we can expect two instructors, or 50% of our current full-time faculty, to retire within the next four years. Without this replacement the department could potentially have 75% percent of its course offerings being taught by part-time faculty when these retirements occur.
- 3. Part-time Forensic Staff:** The forensic team needs a part-time staff member who can help with coaching and research responsibilities.

B. Instructional Needs

- 1. This year Saddleback College and Irvine Valley College have ended their district-wide forensic program. As a result we are essentially starting a new program here at Saddleback. This will require an increased amount of financial support from both the college and the ASG. Our dean has supported us by allowing us to dedicate an increased amount of OSH (6) to hire an assistant coach. This type of support will need to continue in order for the program to compete at the nationally recognized level it has consistently achieved in the past.**
- 2. At this point we do not see a need for new courses, but as a department we must continue to monitor our curriculum so as to reflect community needs, articulation agreements, and the discipline.**
- 3. We are currently offering a class schedule that includes offerings throughout the day and evening every day except Sunday, and do not see a need to vary our scheduling.**
- 4. At this point we do not offer and do not see a need to offer any on-line courses.**

C. Research Needs

- 1. At present, there is no mechanism to track speech majors on campus. The implementation of such a research tracking system would allow better facilitation of the needs, challenges and requirements of an ever-changing campus demographic.**
- 2. It would be useful to implement a research method to track earned speech degrees. Though the program has identified a major in speech, the school has no method of notifying a department of the number of degrees awarded annually to students identifying as speech majors.**

D. Technical, Equipment and Other Resource Needs

We have three specific needs in this area. Ideally, the department would like to have its own video recording equipment. Currently we use the VHS video camcorders provided by the college's audio video department. Our students would be better served if the Speech department had at least five of its own sets of camcorders and tripods. These camcorders should be the type that feature the latest in technology and employ the easiest playback requirements for our students.

We would also like to see our speech labs reestablished. The original configuration of the Fine Arts complex included a speech lab that fed into classrooms 311 and 312. The labs also included three student play-back rooms. We would like to see these facilities returned to the department in order that we might maximize the instructional potential of our classes.

This report earlier mentioned the addition of a measurement tool for communication apprehension. This tool requires a specialized scoring machine. As of this writing, the college is in the process of purchasing several of these machines. The machines also need specialized technical support software to assist in the scoring. Ideally, the Speech department would like to have its own scoring machine and software.

E. Facilities Needs

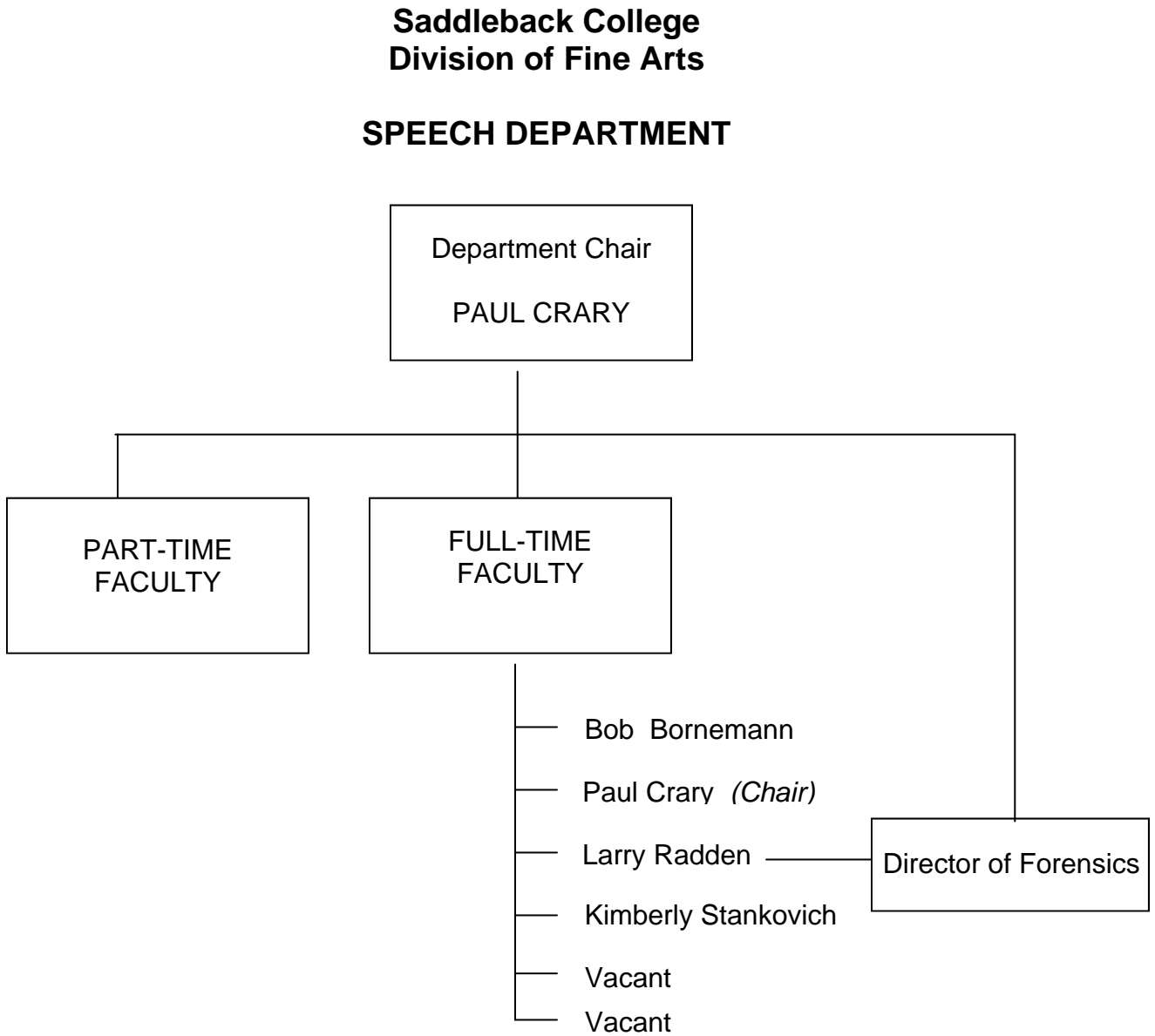
There is a paramount need to provide the Saddleback Forensics Team with a squad room and a technical space. Both research and practice are a huge factor in the team's success and at present there is not a physical space for that need. When the Forensics team was a district program from 1980-2006, the situation was not as problematic because the squad room and technical space was provided by Irvine Valley College. This physical space included 3 computer stations, a printer, student mailboxes, tables, and a space to practice at any needed time without interruptions.

F. Marketing and Outreach Needs

The Speech department promotes its specialized courses through in-class marketing involving our entire faculty. Counseling also assists in marketing, encouraging Saddleback students to take courses in addition to the ones they have to take in order to fulfill general education and transfer requirements. Now that the college has a Director of Public Information and Marketing and a Fine Arts Director of Public Information, we can also use these individuals to promote our courses.

Section IV: Appendices

A. Program Organizational Chart



B. Five-Year Program Staffing Profile

Five-Year Program Staffing Profile

Position	Staffing Levels for Each of the Previous Five Years					% Change from Year 1 to Year 5
	2001	2002	2003	2004	2005	
Administration						
Bargaining Classified Staff FT						
Bargaining Classified Staff PT						
Non-bargaining Classified Staff FT						
Non-bargaining Classified Staff PT						
Student Workers						
Faculty FT	5	5	5	4	4	-20%
Faculty PT	6	10	8	9	9	+50%

C. SLO Assessment Forms

Speech Department September 2005: SLO # 1

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>Mission Statement: To foster both the personal and professional growth and success of our students through the teaching of communication theory and the practical application of skills.</p>	<p>1. Students completing Speech 1 (a cornerstone class): Communication Fundamentals will assert reduced levels of public speaking apprehension.</p>	<p>1. A <i>Public Speaking Apprehension Assessment</i> survey will be administered to enrolled students at the beginning and end of the semester by faculty teaching Speech 1 starting in spring 2006. Success means that at least 70% of our students will move at least one category on the national PRPSA scoring scale when the entrance assessment score is compared with the exit assessment score. In other words, at least 70% of our students will be described as experiencing less anxiety about public speaking than they did at the beginning of the semester.</p>	<p>1. There are no results for SLO #1 at this time because the scoring mechanism for the Public Speaking Apprehension Assessment survey is still under development.</p>	<p>1. No action is necessary at this time because, again, there are no results for SLO #1 due to the continuing development of the scoring mechanism for the Public Speaking Apprehension Assessment survey.</p>

Speech Department September 2005: SLO # 2

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>Mission Statement: To foster both the personal and professional growth and success of our students through the teaching of communication theory and the practical application of skills.</p>	<p>2. Students completing Speech 1 (a cornerstone class): Communication Fundamentals will be able to write a preparation outline.</p>	<p>2. Each full-time faculty member teaching Speech 1 will score a class set of informative preparation outlines using a rubric designed by the speech department. The results from each Speech 1 class will be compiled for an overall evaluation/score. This assessment will take place during the spring 2006 semester. The preparation outline must include a clear introduction, an organized body, and a clear conclusion. Success means that at least 70% of our students will score a 21 or higher on the outline rubric.</p>	<p>2. The rubric designed to assess the informative preparation outlines was a likert-type scale with 30 points possible. The average score for the faculty members' class sets of informative preparation outlines was 25. 94% of our students scored a 21 or higher.</p>	<p>2. As the faculty began scoring, the department realized that a "0" needs to be added to the "outline" rubric to account for missing and/or substandard items. Next year, we will retest the students' ability to be able to write an informative speech outline using a revised rubric with the "zero" included. This will allow for more accurate results with regard to the student's ability to write a clear and well organized informative preparation outline.</p>

Speech Department September 2005: SLO # 3

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>Mission Statement: To foster both the personal and professional growth and success of our students through the teaching of communication theory and the practical application of skills.</p>	<p>3. Students completing Speech 1 (a cornerstone class): Communication Fundamentals will be able to cite all sources used for their speeches in the form of a bibliography attached to their preparation outlines.</p>	<p>3. Each full-time faculty member teaching Speech 1 will score a class set of bibliographies (accompanying the informative preparation outlines) using a rubric designed by the speech department. The results of each Speech 1 class will be compiled for an overall evaluation/score. This assessment will take place during the spring 2006 semester. The bibliography will include the number of citations required by the instructor and should follow appropriate guidelines for citing the sources. Success means that at least 70% of our students will score a 10 or higher on the bibliography rubric.</p>	<p>3. The rubric designed to assess the bibliography was a likert-type scale with 15 points possible. The average score for the faculty members' class set of bibliographies that were attached to the informative preparation outlines was 12. 91% of our students scored a 10 or higher.</p>	<p>3. As the faculty began scoring, the department realized that a "0" needs to be added to the "bibliography" rubric to account for missing and/or substandard items. Next year, we will retest the students' ability to be able to write a bibliography using a revised rubric with the "zero" included. This will allow for more accurate results with regard to the student's ability to write a bibliography that follows appropriate guidelines for citing sources.</p>

PRPSA

DIRECTIONS: This instrument is composed of thirty-four statements concerning feelings about communicating with other people. Indicate the degree to which the statements apply to you by marking whether you (*A*) strongly agree, (*B*) agree, (*C*) are undecided, (*D*) disagree, or (*E*) strongly disagree with each statement. Work quickly, just record your first impression.

1. While preparing for giving a speech, I feel tense and nervous.
2. I feel tense when I see the words *speech* and *public speech* on a course outline when studying.
3. My thoughts become confused and jumbled when I am giving a speech.
4. Right after giving a speech, I feel that I have had a pleasant experience.
5. I get anxious when I think about a speech coming up.
6. I have no fear of giving a speech.
7. Although I am nervous just before starting a speech, I soon settle down after starting and feel calm and comfortable.
8. I look forward to giving a speech.
9. When the instructor announces a speaking assignment in class, I can feel myself getting tense.
10. My hands tremble when I am giving a speech.
11. I feel relaxed while giving a speech.
12. I enjoy preparing for a speech.
13. I am in constant fear of forgetting what I prepared to say.
14. I get anxious if someone asks me something about my topic that I do not know.
15. I face the prospect of giving a speech with confidence.
16. I feel that I am in complete possession of myself while giving a speech.
17. My mind is clear when giving a speech.
18. I do not dread giving a speech.
19. I perspire just before starting a speech.
20. My heart beats very fast just as I start a speech.
21. I experience considerable anxiety while sitting in the room just before my speech starts.
22. Certain parts of my body feel very tense and rigid while giving a speech.
23. Realizing that only a little time remains in a speech makes me very tense and anxious.
24. While giving a speech, I know I can control my feelings of tension and stress.
25. I breathe faster just before starting a speech.
26. I feel comfortable and relaxed in the hour or so just before giving a speech.
27. I do poorer on speeches because I am anxious.
28. I feel anxious when the teacher announces the date of a speaking assignment.
29. When I make a mistake while giving a speech, I find it hard to concentrate on the parts that follow.
30. During an important speech, I experience a feeling of helplessness building up inside of me.
31. I have trouble falling asleep the night before a speech.
32. My heart beats very fast while I present a speech.
33. I feel anxious while waiting to give my speech.
34. While giving a speech, I get so nervous I forget facts I really know.

PRPSA Scoring Instructions:

The choices on the PRPSA translate as follows:

A =1, B=2, C=3, D=4 and E=5.

To determine a score on the PRPSA, complete the following steps:

1. Add the scores for items 1, 2, 3, 5, 9, 10, 13, 14, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31 32, 33 and 34.
2. Add the scores for items 4, 6, 7, 8, 11, 12, 15, 16, 17, 18, 24 and 26
3. Complete the following formula:
 $PRPSA = 132 - (total\ from\ step\ 1) + (total\ from\ step\ 2).$

PRPSA Scoring Categories;

Scores can range from 43 to 170

34-84 =	Very low anxiety about public speaking	(5%)
85-92 =	Moderately low anxiety about public speaking	(5%)
93-110 =	Moderate anxiety about public speaking	(20%)
111-119 =	Moderately high anxiety about public speaking	(30%)
120-170 =	Very high anxiety about public speaking	(40%)

D. Data Sets

E. Others (Works Cited)

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