

## DMACC SPEECH CENTER: The First Speech Center at a 2-Year Institution in Iowa

By Judith A. Vogel, Creator of Speech Center and First Coordinator      January 2018

Following research of several 2-year and 4-year institutions across the nation, the DMACC Library Speech Center, under the direction of Judith Vogel, began its services in a Library room under the Academic Achievement Center umbrella in 2014. Due to campus construction, the DMACC Speech Center was moved in 2015 to Bldg. 8. In 2017 it was housed in Bldg. 6 near the rest of the Academic Achievement Center. DMACC was the first community college in the state of Iowa to create a speech center for its students.

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### Library Speech Center

**Mission Statement -**

*The mission of the DMACC Library Speech Center is to help meet the college's General Education requirements for communication by assisting DMACC students in topic selection, in the organization and development of ideas, and in delivery skills for oral presentations and to better prepare students for positions in the workplace by developing their speech communication skills.*

The DMACC Library Speech Center is available to all DMACC students who have speaking assignments and who want to elevate their presentations.

The Library Speech Center is staffed by trained speech teachers who provide assistance for speaking assignments such as selecting topics, identifying main points, developing ideas, building introductions and conclusions, outlining the speech, and practicing the delivery of the speech.

The purpose of the Library Speech Center is to assist students in areas of the speech assignment where they cannot get assistance from other resources of the college. The consultants work one-on-one with students. They have the ability to video record student speeches and then play them back for a critique session.

The Library Speech Center is also available to students who want to reduce speech anxiety by participating in simple activities in a relaxed, supportive climate.

The Library Speech Center is located in the Library in Building 6, Room 3H, on the Ankeny Campus. Students will be assisted on a first-come, first-served basis.

*Students should bring their written class assignment to the Library Speech Center so the consultants can see the requirements of the assignment.*

### Contacts

**Library Speech Center**  
**Email address:**  
libraryspeechcenter@dmacc.edu

**Library Speech Center Coordinator:**  
Judith Vogel, Speech Communication Professor  
jvogel@dmacc.edu

**Consultants:**  
Jim Tredway  
Rachel Murdock  
Sarah Setnes Dale

### Center Hours

**Monday/Tuesday/Thursday**  
10 AM to noon & 1-3 PM

**Wednesday** 1-3 PM

The room is available outside those hours for students to practice speeches on their own.

Links » Desktop »

**The Mission Statement:** “The mission of the DMACC Speaking Laboratory is to help meet the college’s General Education requirements for communication by assisting DMACC students in topic selection, in the organization and development of ideas, and in delivery skills for oral presentations.”

**Rationale:** “The **American Association of Colleges and Universities Report** states that general education requirements must include the ability to communicate. A Speaking Laboratory will help

students fulfill DMACC's General Education requirement for communication and that it will encourage disciplines to have presentations across the curriculum. The end result is that DMACC students will be better prepared to enter the workplace with the necessary communication skills expected by employers and to be successful in their professions or careers."

During the spring semester of 2013, Judith Vogel, Professor of Speech Communication proposed an idea to Dean Jim Stick for a speech center at DMACC. Although the college did an excellent job of providing academic resources for its students in math, science, writing, etc., there was not a college resource provided to students to help them with preparing and presenting oral presentations. The initial proposal for fall 2013 semester was to research speech/communication centers across the nation to determine the nature, procedures, and approach that would be best for DMACC.

Proposal 1 – Researching Speech Communication Labs: "The purpose of my professional leave would be to research the feasibility, desirability, and possibilities for use of a speech communication laboratory at DMACC. My plan would be to identify institutions that currently have speech labs, collect information from those institutions, and then analyze the information to make recommendations to the speech communication department and to the college regarding implementation of a speech lab at DMACC. My report would include information on facilities, equipment, staffing, methods of incorporating the lab into speech course assignments, and strategies for operating the laboratory. This information could be used by all DMACC campuses district-wide to implement speech labs. It is my belief that having a speech lab available to students would reduce speech anxiety of students, improve students' speech content and delivery skills, and better prepare students to meet communication expectations in the workplace."

Contacts and interviews were made to both 2-year and 4-year institutions. This research revealed that speech centers were becoming increasingly popular and successful in those institutions that provided these services to their students. DMACC Librarian Rebecca Funke offered a room in the Library for the Speech Center. After making additional contacts on campus and surveying the speech communication faculty, the following report was presented to Dean Stick:

***Presentation to Dean Stick for DMACC Speaking Lab***

***By Judith Vogel***

***(Based on several interviews with Speech Communication lab directors across the country***

***in both 2-year and 4-year institutions)***

***Pilot - Speaking lab on Ankeny campus***

*Serve as model for other campuses*

*May eventually serve other campuses through technology*

*Begin small and grow with need, experience, and resources*

**Location** – Room off main Library, Bldg. 6

**Equipment** – Library will furnish desktop computer      2<sup>nd</sup> computer      I-Pad      projector  
Screen      lectern      table/chairs      stop watch      folders      time cards  
Printer      kangaroo      evaluation forms      resource materials      handouts

**Hours** – M: 10-2      T: 10-12      W: 10-2      TH: 12:30-2:30

*No hours on Fridays, evenings, or weekends*

**Staffing** – Full-time and adjunct instructors

*Not staffed with students – problems with selection, training, and turnover.*

*Lab director get 3-6 credits of release time*

*Adjuncts could be paid*

*FT could spend 1-2 hours/week of office time in lab*

**Services** – Limited to services not provided by other student resource areas

*Work primarily with topic selection and focus, organization of ideas, outlining, and delivery*

*Let library assist students with research and documentation, and let Achievement Center assist with writing skills.*

**Website** – Create webpage on the Speech Department website

**E-mail Address** – Create separate email for Speaking Lab.

**Procedures** – Serve students on first-come, first-served basis

*Keep log of students and the time they check in and out of lab*

*Keep log of staff hours*

*Provide semester reports*

*Use rubric or evaluation without points – just comments*

*Provide resources in both hard copy and online.*

*Lab personnel will sign and stamp form which student will take to teacher; the lab will not send out reports.*

*Students must bring in assignment from teacher with requirements to be met.*

*Ask for feedback from students and faculty*

*Serve primarily SPC 101 students but will also assist students who have oral presentations in other courses.*

**Funding** – *Through Arts and Sciences, Library, Achievement Center, Grants, Professional Development Funds, DMACC Foundation, ?*

**Hierarchy** – *Under A & S, Library, Achievement Center?*

**Mission Statement** –

*The mission of the DMACC Speaking Laboratory is to help meet the college's General Education requirements for communication by assisting DMACC students in topic selection, in the organization and development of ideas, and in delivery skills for oral presentations.*

**Survey of Ankeny Faculty (FT and Adjunct)** –

*Faculty favorable for Speaking Lab*

*Favor encouraging lab attendance (extra credit) rather than requiring it*

*Believe lab will improve quality of student oral presentations*

*Believe lab will help reduce speech anxiety*

*Favor staffing lab with faculty*

*Favor limiting services to topic selection and focus, to organization of ideas into outline, and to delivery skills*

**National Association of Communication Centers**

*Wonderful resource of people and ideas*

*National conference*

*National Communication Association has a Communication Center Section which has the same leadership as NACC*

*Email string for problems, questions, suggestions*

**My Approach** – *Start small, but do it well; grow as needed.*

**American Association of Colleges and Universities Report** *states that general education requirements must include the ability to communicate.*

*I believe that a Speaking Laboratory will help students fulfill DMACC's General Education requirement for communication and that it will encourage disciplines to have presentations across the curriculum. The end result is that DMACC students will be better prepared to enter the workplace with the necessary communication skills expected by employers and to be successful in their professions or careers.*

Proposal 2 – Implementing the Speech Communication Lab: “The purpose of my professional leave for spring 2014 is to build on the research I am conducting during fall semester of 2013 for creating a speech communication laboratory for DMACC students. After collecting information regarding speech laboratories from college institutions across the nation, I will present my findings in the form of several proposals to DMACC speech faculty and administration. If it is agreed that a speech laboratory is desired and when a decision is made regarding the form that the speech lab will take, I will implement the desired speech laboratory by selecting a location, planning the layout, choosing and setting up equipment, creating procedures for using the laboratory, getting approval for staffing the laboratory, and opening the speech laboratory to DMACC students and. It is my belief that having a speech lab available to students would reduce speech anxiety of students, improve students’ speech content and delivery skills, and better prepare students to meet communication expectations in the workplace.”

The research on speech centers also revealed that, although there were speech centers at some 2-year institutions in the United States, none existed in the state of Iowa at the time. One of the goals became to be the first community college in Iowa to create a speech center. That goal was achieved! DMACC opened the Library Speech Center for the spring semester of 2014.

During the first semester of operation, 102 student visits were recorded. Three adjunct faculty acted as consultants: Rachael Murdock, Sarah Setnes-Dale, and Jim Tredway. Hours were limited to 15 hours a week during the mid-hours of three week days. During the second semester, the number of student visits increased by 30%. The Speech Center was strongly supported by speech faculty who encouraged students, and in some cases, required students to attend. Feedback from students, consultants, and faculty was extremely positive. Due to repurposing of a portion of the library for the book store and to desiring the Speech Center to be open more hours, the speech center moved into Building 8 at the beginning of fall semester 2015 and became the DMACC Speech Center. The number of hours the Speech Center was open increased, the number of student visits increased, and the number of consultants increased. Feedback from students, consultants, and faculty continued to be very positive. Fall 2015 saw a series of workshops on speech-related topics added: Special Occasion Speeches, Incorporating Poetry into Speeches, and Impromptu Speeches. Spring 2016 had additional workshops: Storytelling, Incorporating Prose into Speeches, and Conducting Meetings.

Cheryl Powell from the Urban Campus met with Judith Vogel during the fall semester of 2015 to discuss starting a speech center on that campus. The Urban center began serving students the following semester. Barb Schmidt served as coordinator of the Speech Center for the 2016-2017 academic year. Karen Christiansen was asked to be coordinator beginning in the fall of 2017.

**Below are semester reports for the DMACC Speech Center on the Ankeny Campus for Fall 2014, Spring 2015, Fall 2015, and Spring 2016**

**DMACC Library Speech Center Summary - Fall 2014**

**Submitted by Judith Vogel, Speech Communication Professor  
and LSC Coordinator**

**Number of student visits:** 130 (This is nearly a 30% increase over spring semester of 2014 which was our first semester serving DMACC students.)

**Consultants:** Sarah Setnes Dale, Rachel Murdock, Lyle Schwery, Lee Tjelmeland, Katie Wainwright, and Cheryl Williams.

**Hours of LSC:** Tuesdays, Wednesdays, and Fridays from 10 AM to 2 PM

Consultants began the third week of the semester and finished the last week of classes.

Limited to three days a week by Library staff.

**Promotion of LSC:** Flyers were posted throughout buildings 2, 5, and 6 of the Ankeny Campus.

Announcements were made in the DMACC Daily

E-mails and flyers were sent to all speech and communication skills instructors to announce to their students.

Bookmarks with location and hours of the LSC were distributed to speech and communication skills instructors to pass out to students.

Flyers were posted in the faculty mailroom, the Academic Achievement Center, and the STRIVE Office.

Information about the LSC was included on the Speech Department website and on the Library website.

Word of mouth from students who were helped.

**Expansion of LSC:** E-mails were sent to speech faculty and communication skills faculty to promote the speech center to students whose classes meet late in the afternoon, on days when the center does not have consultants available, and in the evenings. Students were encouraged to submit their outlines to LSC consultants via e-mail

at the LSC e-mail address for review and assistance. There would be some turn-around time expected since consultants are in the center for limited hours and would serve students physically present at the center before working on outlines that had been received via e-mail. The intent of this initiative was to expand assistance to more DMACC students.

Speech Communication faculty at all DMACC campuses were offered assistance from Judith Vogel, the DMACC Ankeny LSC Coordinator, to begin speech centers on their campuses. Assistance would come in the form of providing speech center procedures, evaluation and feedback forms, access to research conducted prior to opening the Ankeny LSC, introductions to key faculty from across the country who have started or who direct speech centers, and suggestions for getting started based on the Ankeny campus LSC experience. Although all speech faculty are enthusiastic and supportive of the Ankeny campus center, they did not feel that they were in a position to create a center on their campus at this time.

**Student Feedback:** (Based on 60 student feedback forms)

Almost all students came from SPC 101 classes. A few came from Communication Skills classes, some students came to prepare for the DMACC Informative Speech Contest, and some came to do impromptu speeches to help with speech anxiety.

About 2/3 came from their own choice either for extra credit or by teachers' encouragement rather than being required to attend.

Most came for help with organization and development of ideas; half came for help with delivery; others came for help with selecting a topic.

Visits were somewhat evenly divided between T, W, and F. Students slightly favored coming in the afternoons rather than mornings.

Most students had no or a very short (5- 10 minute) waiting time.

Every student said the consultant was helpful. (59 students said "extremely helpful" and one student said "somewhat helpful.")

Every student said that he or she would recommend the Library Speech Center to other students.

**Comments from Student Feedback Forms:**

Great way to prepare! I enjoy getting immediate feedback so I know how to improve

Very useful information; I will come back for sure

Later times available

This really helped me get my ideas together in an orderly fashion. It boosted my confidence about the knowledge I already know and should use in my speech as personal knowledge to connect with the audience.

I got a good start. No longer clueless.

The speech center is extremely helpful. I plan to visit prior to my presentations in class.

I was nervous about doing this speech, but it ended up turning out well

It was very helpful and not intimidating at all.

Great place to come! Very friendly and helpful. Highly recommend it!

It is helpful having this tool.

Nervousness was my problem.

Maybe stay open a little later or have an extra day you are open

Extremely helpful and calming!

Stay open longer maybe until 5 and be open more days like every day of the week.

More anonymous feedback form. Thanks

Good feedback on things I need to work on.

### **Student Stories:**

Ryan is a veteran returning to college after serving this country in Iraq. I received a letter from the Special Accommodations Office saying that Ryan had requested giving his speeches in SPC 101 to just me because he feared that he would have a severe panic attack. Ryan shared with me that he suffers from PTSD. I felt uncomfortable about making that accommodation for him since I believed that it fell short of the competencies of the course which dealt with audience analysis, responding to audience feedback, and presenting to an audience. I asked Ryan if he would be willing to speak to a small audience of 4 or 5 classmates that I would select. He agreed to do that. He worked with me, and I know that he worked with the LSC consultants several times to prepare his informative presentation. He did a great job presenting his speech with confidence and poise. When the persuasive assignment came, each student was



required to introduce a classmate as part of the project. On the day Ryan had to introduce a fellow student, he got right up and presented the speech with no hesitation in front of the whole class. The introduction was quite brief by its nature, so I wondered what would happen when he had to give the longer, more complicated persuasive speech. I asked him if he wanted the small 4-5 member audience or a larger 8-10 member audience. He responded by saying that he wanted to give his speech to the whole class! I believe that Ryan was able to face his fear of speaking and panic attacks because he had the resource of the speech center to help him.

Karey is a student who is willing to work extremely hard to be successful in class even though she may not have the academic abilities of some other students. She was extremely nervous about presenting her first speech even though I had worked with her and she had visited the speech center. She read most of her first speech rather than having an extemporaneous delivery. After that presentation, she continued to work on the speech both with me and to visit the center several times. She signed up for the DMACC Informative Speech Contest, made it into the finals, and finished third overall! I attribute her success to having the resource of the speech center available to her.

#### **Comments from LSC Consultants:**

I am thoroughly enjoying my time in the LSC, and I have had students during every single shift except one. Yesterday I was busy from the moment I walked in to the moment I left. I love working one on one with students; it's so productive and rewarding for both student and teacher.

One gal told me yesterday, "I wasn't going to come, but I'm very glad I did. It really helped."

I love this work and would love to continue next semester. It's usually the most rewarding part of my whole week.

Thanks for organizing and managing the LSC; it's awesome!

Judy, thanks for getting the LSC up and running. I just had a student write in his speech reflection paper that a strategy for improvement that he is going to use is going back to the speech center to get help for his persuasive speech!

I would love to work in the LSC in the spring.

I wish all our teaching could be done one to one!

#### **Support from Ankeny Speech Faculty**

Julie Simanski told me that her students who have visited the speech center have nothing but good things to say about it.

Barb Schmidt told me that she can tell a difference in confidence and presentation ability for those students of hers who have gone to the center.

### **Plans for Spring 2015**

Continue current hours three days a week in Library location but change to MTTh instead of TWF

Possibly add hours later in the day for night students, 4:30-6:00 PM

Continue to work to expand services to more students

Continue to publicize the Library Speech Center to students in all DMACC classes which require oral presentations

Thus far in the DMACC Ankeny Library Speech Center initiative, I have used my professional leave hours to reduce my teaching load so I could research speech centers nationwide, plan the structure and services offered at the DMACC center, implement the speech center on the Ankeny campus, train consultants on center procedures, and coordinate the operations of the center. However, I do not have enough professional hours remaining for spring semester to release me from a section of teaching in order to maintain, improve, and expand centers to other campuses. Although I will still be available to deal with issues that may arise, I believe it is essential that a method of sustaining a coordinator for the speech center be found, perhaps through release time. I believe that the Library Speech Center is a valuable academic resource which meets a significant need for our students and which had not been available previously. DMACC is the first community college in the state of Iowa to have a speech center, and I would like DMACC to remain at the forefront of this endeavor.

### **DMACC Library Speech Center Summary – Spring 2015**

**Submitted by Judith Vogel, Speech Communication Professor**

**and LSC Coordinator**

**Number of Student Visits: 135 visits**

**Consultants:** Rachel Murdock, Sarah Setnes Dale, Lyle Schwery, Lee Tjelmeland, Katie Wainwright, Nicole Allaire, Jennifer Taylor.

**Hours of LSC:** Mondays, Wednesdays, and Thursdays from 10 AM to 3 PM in the Library Speech Center. To accommodate student schedules and the limitation of hours in the library center and to have assistance available on each school day, additional hours were offered by Judith Vogel from her office in Building 2 on the Ankeny Campus on Tuesdays (11:30 AM to 12:30 PM)

and 2:30 to 4:30 PM) and Fridays (10 to 11 AM). The later time on Tuesdays was intentionally chosen to target students who stay late on campus and students who might want to come for help before their night classes.

**Promotion of LSC:** Flyers were posted throughout buildings 2, 5, and 6 of the Ankeny Campus.

Announcements were made in the DMACC Daily

E-mails and flyers were sent to all Ankeny speech and communication skills instructors to announce to their students.

E-mails and flyers were sent to faculty at all other DMACC campuses. Students were invited to get assistance from the LSC either by coming to the campus or by emailing outlines to our consultants for review.

Bookmarks with locations and hours of the LSC and Bldg. 2 speech office were distributed to speech and communication skills instructors to pass out to students.

Flyers were posted in the faculty mailroom, the Academic Achievement Center, and the STRIVE Office.

Information about the LSC and Bldg. 2 office was included on the Speech Department website and on the Library website.

Word of mouth from students who were helped encouraged other students to visit the center.

**Expansion of LSC** As mentioned earlier in this report, by having hours from a faculty office, assistance to students was available each school day and late afternoon on one day a week.

Students were encouraged to submit their outlines to LSC consultants via the center e-mail address to get assistance. There would be some turn-around time expected since consultants are in the center for limited hours and would serve students physically present at the center before working on outlines that had been received via e-mail.

Speech Communication faculty at all DMACC campuses were offered assistance from Judith Vogel, the DMACC Ankeny LSC Coordinator, to begin speech centers on their campuses. Assistance would come in the

form of providing speech center procedures, evaluation and feedback forms, access to research conducted prior to opening the Ankeny LSC, introductions to key faculty from across the country who have started or who direct speech centers and suggestions for getting started based on the Ankeny campus LSC experience. Although all speech faculty are enthusiastic and supportive of the Ankeny campus center, they did not feel that they were in a position to create a center on their campus at this time.

**Student Feedback (Based on \_\_ student feedback forms)**

Almost all students came from SPC 101 classes. A few came from Communication Skills classes and some came to do impromptu speeches to help with speech anxiety.

About \_\_ came from their own choice either for extra credit or by teachers' encouragement rather than being required to attend.

**Comments from Student Feedback Forms:**

**Student Stories:**

I would like to thank the Des Moines Area Community College Speech Center for preparing me for my formal speeches in SPC 101 and GSL 210. Upon each visit to the Speech Center, I was greeted with a welcome smile, and I received insightful advice. I plan on using the Speech Center for the rest of my DMACC classes. I hope that the Speech Center will have a lot of attendance in its new location with plenty of publicity throughout the DMACC campuses. Thank you, Glenna Pearl Thomas Whiteman

**Comments from LSC Consultants:**

**Support from Ankeny Speech Faculty:**

**Plans for Fall 2015**

Move the location for the Speech Center from the Library to a room near the Computer Lab in Bldg. 8.

Increase the number of hours per week from 15 to 23 hours if staffing is available. Hours would be M,T, W, R from 10 AM to 3 PM and F from 10 AM to 1 PM.

Possibly add hours later in the day for late afternoon and night students.

Expand the services of the Speech Center by offering speech-related workshops such as delivery, use of visual aids, use of developing materials, storytelling, oral interpretation of literature, and special occasion speeches.

Thus far in the DMACC Ankeny Library Speech Center initiative, I have used my professional leave hours to reduce my teaching load so I could research speech centers nationwide, plan the structure and services offered at the DMACC center, implement the speech center on the Ankeny campus, train consultants on center procedures, and coordinate the operations of the center. I plan on using more professional leave for fall 2015 to coordinate the staffing and scheduling, expanding the hours of the center, overseeing the start-up of the speech center in a new location, and creating and presenting speech-related workshops. However, I will be retiring from DMACC at the end of fall semester, so it is essential that a method of sustaining a coordinator for the speech center be found, perhaps through release time. I believe that the DMACC Speech Center is a valuable academic resource which meets a significant need for our students which had not been available previously. DMACC is the first community college in the state of Iowa to have a speech center, and I would like DMACC to remain at the forefront of this endeavor.

## DMACC SPEECH CENTER Student Feedback Form

\*\*\*\*\*

### **\*\*\*Summary of Student Feedback Form (based on 80 completed forms)\*\*\***

**For which class did you visit the Library Speech Center?**

SPC 101	SPC 170	other ____SPC 126____
79		1

*Almost all students going to the DSC were there for SPC 101 Fundamentals of Communication. Although the number of visits to the Center continues to increase each semester, there is still a large portion of SPC 101 students who do not use the Speech Center. For fall semester of 2015, 20 sections of SPC 101 were offered on the Ankeny campus. That is a potential pool of 500 students. The center does not have evening hours to accommodate students in night classes, but the hours during the day should provide an opportunity for most day students to be able to visit the Center.*

*The speech center is promoted strongly to the Communication Skills faculty, but their students are not attending. Perhaps the Communication Skills faculty could be more encouraging to their students to use the resource by either requiring a visit or offering extra credit for a visit.*

*Although there is a great deal of publicity for the Speech Center, it appears that faculty from other disciplines who require oral presentations in class do not encourage their students to visit the Speech Center by requiring a visit or offering extra credit for a visit.*

**Did your teacher require you to attend the Speech Center?**

Required	Extra credit	Encouraged	Not encouraged
25	34	24	2

*These numbers show the importance of faculty support for the value of the Speech Center.*

**What areas of your assignment did you discuss with the consultant?**

Topic	Organization and development	Delivery	Other
19	41	33	11

*Students could indicate more than one area for which they wanted assistance. More than half of the respondents wanted help with organization and development of their speech. This number indicates that many students struggle with organization of thought and the development of ideas. More than one out of three wanted help with delivery. This indicates that one of the Speech Center’s significant roles is to help students with speech anxiety. No other academic resource on campus offers this assistance for students. One out of four students needed help selecting or narrowing a topic. Finding a topic can be one of the biggest obstacles for students.*

Did you give an oral practice for the consultant?	Yes	No
	65	15

*These numbers give additional support for the need of a Speech Center where students can give oral practices to trained communication instructors who can encourage them to raise their confidence levels and polish their speaking skills.*

Was the consultant helpful?	Definitely	Somewhat	No
	77	3	

*Students felt overwhelmingly that their consultant was “definitely” helpful! That is 96% at the highest approval rating. No one said that the consultant wasn’t helpful. The consultants deserve credit for this impressive result.*

**What time and which day of the week did you come to the Speech Center?**

M	T	W	TR	F	AM	PM
25	9	17	10	19	39	41

*When looking at the feedback sheets and a breakdown of the Student Sign-in Sheets, it is clear that Monday was the busiest day of the week and that Monday morning was the busiest time slot of the week. Visits on the other four days were evenly distributed. Visits tended to be slightly higher in the morning slots. The slot with the fewest visits was from 2-3 PM.*

**Was the lab open at a convenient time for you?**      Yes                  No  
80

*For those who completed a feedback form, the hours of the Speech Center were convenient for them. However, we don't have feedback from those who didn't attend the Speech Center because the hours were not convenient for them.*

**How long did you have to wait to visit with the consultant?**

Didn't wait	5-10 minutes	10 to 30 minutes	more than 30 minutes
64	14	2	

*These numbers indicate that most students had no wait or a very short wait to see a consultant.*

**Did attending the speech center improve your confidence?**      Yes                  No  
80

*One of the goals of the DMAACC Speech Center is to improve the confidence of students who face a public speaking situation. With 100% agreement of those completing a feedback form, it appears that we are accomplishing that goal!*

**Would you recommend attending the Speech Center to other students?**      Yes      No  
80

*With 100% of respondents indicating that they would recommend attending the Speech Center to other students, we must be doing something right! Students would not recommend that other students do something if they believed that it was not worthwhile for them. These last two questions, along with the question on the helpfulness of the consultant, indicate that the students who come to the Speech Center are satisfied with their visit and with what they gained by attending and that they believe the Speech Center is a valuable academic resource for DMAACC students.*

**Comments from Student Feedback Sheets:**

Absolutely wonderful feedback! I appreciated the confidence boost!

This is something I'm going to take advantage of throughout my studies.

Good way to practice!

Very helpful.

It was very helpful to be able to start by speaking to only one person.

Very helpful with development and direction of the outline.

This center will be very helpful.

Very nice 😊

Very helpful and reassuring.

I would recommend going to the DMACC Speech Center. The consultant can give suggestions and help.

Very helpful. It gave me good insight and tips to help me with my next speech! Thanks!

I feel that the speech center will be very useful, especially for students who may feel nervous about a speech. It is good practice, and the feedback is very useful.

More people should use it! I felt much better than before because I was able to talk in front of someone who I didn't know. That made me super comfortable and brave to deliver my speech in front of my classmates.

At first I didn't want to go to the speech center. My first speech didn't go very well, so I decided to try the speech center to get ready for my second speech. The consultant was very kind and helpful. I was much more confident, and I received a much better grade on my second speech.

### **Letter from DMACC student:**

My name is Amy Brace, and I am a student at DMACC. I wanted to take a moment and send a note about how valuable I found the speech center to be for my classes.

Giving a speech is a task that is required, at some point, by all students, and yet I have never found a student who does not find speech giving intimidating. Even though I am a very social person and not shy, formal public speaking causes me a lot of anxiety. It is because of this that I was glad to be able to utilize the speech center and that I really hope for myself and other students that the school does whatever is necessary to keep this resource available. Without the speech center, the practice and repetition required to hone my speaking skills would have only been possible to do either by myself or in front of someone who does not have the expertise to help me improve as needed. I went to the speech center three times, and the assistance provided to me did wonders not only for my grade, but for my nervousness.

As you know, public speaking is a skill that is required both personally and professionally for successful adults. Because of this, I believe that DMACC is doing us a huge service by keeping resources available that will help students excel in this area.

Amy Brace



## **Feedback from DMACC Speech Center Consultants:**

I asked my class to give impromptu speeches at the speech center for extra credit.

They can pick 3 speeches from the ones we already have and then choose one that they will speak on. 2- 3 minutes is the time. Veronica Ouya

I have had some good meetings with students this semester. Nicole Allaire

The new office is awesome, but we are lacking visibility. Maybe some bigger signs? Sarah Setnes Dale

I do love working in the speech center. Thanks for being the force behind the speech center. I think it's been a fantastic resource for our students! Katie Wainwright

## **DMACC Speech Center Summary – Fall 2015**

**Submitted by Judith Vogel, Speech Communication Professor  
and DSC Coordinator**

### **Number of Student Visits:**

**Consultants:** Rachel Murdock, Sarah Setnes Dale, Lyle Schwery, Lee Tjelmeland, Katie Wainwright, Nicole Allaire, Veronica Ouya.

**Hours of DSC:** The Speech Center was open Monday through Friday from 10 AM to 3 PM in the DMACC Speech Center in Building 8. To accommodate student schedules, additional hours were offered by Judith Vogel late afternoons on Wednesdays from her office in Building 2 on the Ankeny Campus. The later time on was intentionally chosen to target students who stay late on campus and students who might want to come for help before their night classes.

**Promotion of DSC:** Flyers were posted throughout buildings 2, 5, and 6 of the Ankeny Campus.

Announcements were made in the DMACC Daily

E-mails and flyers were sent to all Ankeny Speech and Communication Skills instructors to announce to their students.

E-mails and flyers were sent to Speech faculty at all other DMACC campuses. Students were invited to get assistance from the DSC either by coming to the campus or by emailing outlines to our consultants for review.

Bookmarks with locations and hours of the DSC were distributed to speech and communication skills instructors to pass out to students.

Flyers were posted in the faculty mailroom, the Academic Achievement Center, and the STRIVE Office.

Information about the DSC and Bldg. 2 office was included on the Speech Department website.

Word of mouth from students who were helped encouraged other students to visit the center.

### **Expansion of DSC**

For fall semester of 2015, the DMACC Speech Center began offering Workshops on several speech-related topics. The Workshops were open to all DMACC students, faculty, and staff. Topics for this semester were Speeches for Special Occasions, Incorporating Poetry into Presentations, and Impromptu Speaking. Workshops were created and presented by Judith Vogel, DMACC Speech Communication Professor and Coordinator of the DMACC Speech Center. Attendance at each workshop averaged 10 attendees.

As mentioned earlier in this report, by having hours from a faculty office, assistance to students was available late afternoon on one day a week.

Students were encouraged to submit their outlines to DSC consultants via the center e-mail address to get assistance. There would be some turn-around time expected since consultants are in the center for limited hours and would serve students physically present at the center before working on outlines that had been received via e-mail.

Speech Communication faculty at all DMACC campuses were offered assistance from Judith Vogel, the DMACC Ankeny LSC Coordinator, to begin speech centers on their campuses. Assistance would come in the form of providing speech center procedures, evaluation and feedback forms, access to research conducted prior to opening the Ankeny DSC, introductions to key faculty from across the country who have started or

who direct speech centers and suggestions for getting started based on the Ankeny campus DSC experience. Although all speech faculty are enthusiastic and supportive of the Ankeny campus center, they did not feel that they were in a position to create a center on their campus at this time.

### **Plans for Spring**

Create and present additional DSC Workshops on speech-related topics. Topics for spring 2016 will be Storytelling, Incorporating Prose into Oral Presentations, and Group Problem Solving – The Reflective Thinking Process.

Create better signage for the Speech Center in Bldg. 8.

Continue to offer hours to meet the needs of students. Difficulty in scheduling consultants due to the limitation of hours that they can work at DMACC may limit the hours that the Speech Center is open. The goal is to be open Monday through Friday from 10 AM to 2:30 PM. The 2:30 PM time was selected because of the limitations on consultants availability and because the 2-3 PM time slot is used the least. There will also likely be a reduction of hours on Tuesdays and Thursdays for the months of March and April. At the time of writing this report, despite numerous contacts with possible adjuncts, there are no consultants available on those days for the last two months of the semester. This is a concern since the last half of the semester is when many students realize that they need help and when more oral presentation assignments are made.

Continue hours later in the afternoon at least one day a week for late afternoon and night students.

Expand the services of the Speech Center by offering speech-related workshops such as delivery, use of visual aids, use of developing materials, storytelling, oral interpretation of literature, and special occasion speeches.

### **Beyond Spring 2016**

Thus far in the DMACC Ankeny Speech Center initiative, I have used my professional leave hours to reduce my teaching load so I could research speech centers nationwide, plan the structure and services offered at the DMACC center, implement the speech center on the Ankeny campus, train consultants on center procedures, coordinate the operations of the center, and create and present speech-related

workshops. I plan on using more professional leave for spring 2016 to coordinate the staffing and scheduling, expanding the hours of the center, and creating and presenting more speech-related workshops. However, I will be retiring from DMACC at the end of spring semester, so it is essential that a method of sustaining a coordinator for the DMACC Speech Center be found, perhaps through release time. I believe that the DMACC Speech Center is a valuable academic resource which meets a significant need for our students which had not been available previously. DMACC is the first community college in the state of Iowa to have a speech center, and I would like DMACC to remain at the forefront of this endeavor.



## **DMACC Speech Center Summary – Spring 2016**

**Submitted by Judith Vogel, Speech Communication Professor  
and DSC Coordinator at Des Moines Area Community College**

**Number of Student Visits:** 145 visits

**Consultants:** Rachel Murdock, Sarah Setnes Dale, Lyle Schwery, Lee Tjelmeland, Jim Tredway.

**Hours of DSC:** The Speech Center was open Monday, Tuesday, Thursday, and Friday from 10 AM to 2:30 PM and on Wednesday from 10 AM to 3 PM in the DMACC Speech Center in Building 8.

**Promotion of DSC:** Flyers were posted throughout buildings 2, 5, and 6 of the Ankeny Campus.

Announcements were made in the DMACC Daily

E-mails and flyers were sent to all Ankeny Speech and Communication Skills instructors to announce to their students.

E-mails and flyers were sent to Speech faculty at all other DMACC campuses. Students were invited to get assistance from the DSC either by coming to the campus or by emailing outlines to our consultants for review.

Bookmarks with locations and hours of the DSC were distributed to speech and communication skills instructors to pass out to students.

Flyers were posted in the faculty mailroom, the Academic Achievement Center, and the STRIVE Office.

Information about the DSC and Bldg. 2 office was included on the Speech Department website.

Word of mouth from students who were helped encouraged other students to visit the center.

**Expansion of DSC** For spring semester of 2016, the DMACC Speech Center continued to offer Workshops on several speech-related topics. The Workshops were open to all DMACC students, faculty, and staff. Topics for this semester were Storytelling, Incorporating Prose into Speeches, and Conducting Business Meetings. Workshops were created and presented by Judith Vogel, DMACC Speech Communication Professor and Coordinator of the

DMACC Speech Center. Attendance at each workshop averaged 10 attendees. Each attendee received a booklet on the topic presented.

Students were encouraged to submit their outlines to DSC consultants via the center e-mail address to get assistance. There would be some turn-around time expected since consultants are in the Center for limited hours and would serve students physically present at the Center before working on outlines that had been received via e-mail.

Speech Communication faculty at all DMACC campuses were offered assistance from Judith Vogel, the DMACC Ankeny DSC Coordinator, to begin speech centers on their campuses. Assistance would come in the form of providing speech center procedures, evaluation and feedback forms, access to research conducted prior to opening the Ankeny DSC, introductions to key faculty from across the country who have started or who direct speech centers and suggestions for getting started based on the Ankeny campus DSC experience. Although all speech faculty are enthusiastic and supportive of the Ankeny campus center, they did not feel that they were in a position to create a center on their campus at this time.

### **Plans for Spring**

Select a person who will coordinate the DMACC Speech Center after I retire. Perhaps one of the consultants could be elevated to a coordinator position with an increase in the number of hours that would match the additional responsibilities. Another possibility would be to offer release time or professional leave to a full-time instructor.

Continue to offer hours to meet the needs of students. Difficulty in scheduling consultants due to the limitation of hours that they can work at DMACC may limit the hours that the Speech Center is open. Staffing may be even more difficult if a full-time person is not hired to replace me since my classes would then need to be covered with adjunct faculty as well, reducing their availability to work as consultants in the Speech Center. The minimum goal is to be open Monday through Friday from 10 AM to 2:30 PM. The 2:30 PM time was selected because of the limitations on consultants availability and because the 2-3 PM time slot is used the least. Continue hours later in the afternoon at least one day a week for late afternoon and night students.

Continue to offer the review of outlines via email to students on all campuses.

Expand the services of the Speech Center by offering either previously presented workshops or creating new speech-related workshops.

### **Beyond Spring 2016**

Thus far in the DMACC Ankeny Speech Center initiative, I have used my professional leave hours to reduce my teaching load so I could research speech centers nationwide, plan the structure and services offered at the DMACC center, implement the speech center on the Ankeny campus, train consultants on center procedures, coordinate the operations of the center, and create and present speech-related workshops. **I will be retiring from DMACC at the end of spring semester, so it is essential that a method of sustaining a coordinator for the DMACC Speech Center be found, perhaps through release time or use of professional leave for full-time faculty or by allowing extra hours to a trained consultant to do the coordination of the Center.** I believe that the DMACC Speech Center is a valuable academic resource which meets a significant need for our students which had not been available previously. DMACC is the first community college in the state of Iowa to have a speech center, and I would like DMACC to remain at the forefront of this endeavor.

### **Email Received From International Student**

Just wanted to say how much I appreciate all the help I get every time I visit the Speech Center. Ladies at the speech center are very helpful. They helped me so much with the preparations for my first speech. I do appreciate it so much. Thank you for having it available to us whenever we need help. Indira Panjeta

Indira is a non-traditional student who survived the Bosnian war as a young mother. Her testimony indicates the important role that the Speech Center can play for international students.

### **Conversations with Students**

One of my students shared with me that she experiences anxiety and depression and had been terrified of taking speech class. Going to the Speech Center and working with the consultants gave her the confidence to give her presentations. Not only did she present the speeches, she presented brilliantly!

Another student came to me at the beginning of the semester saying that he wasn't sure he would be able to present speeches in class. While taking a speech class in high school, this student literally passed out in front of the class during one of his speeches. He was struggling with the fear of that happening again. The Speech Center helped him overcome his fears, and he gave very interesting and well delivered presentations.

Continue for summary of Student Feedback Results and analysis:

# DMACC SPEECH CENTER Student Feedback Form

## Summary of Spring 2016 – Based on 81 Feedback Forms

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**Please circle the appropriate answer:**

**For which class did you visit the Library Speech Center?**

SPC 101 73      SPC 170 9      other \_COM 703 4

*It is clear that most of the visits to the Center are from students in SPC 101 – Fundamentals of Communication. The Professional Communication class represented 11%. It is encouraging to see that some COM 703 students came as well. These numbers also suggest that there is much potential for growth if non-speech faculty would start to encourage students to use the Speech Center for oral presentations in their classes.*

**Did your teacher require you to attend the Speech Center?**

Required 42      Extra credit 27      Encouraged 16      Not encouraged 2

*Just over half of the visits by reviewers came for a requirement, but most of the remaining students were either given extra credit or encouraged to go. This demonstrates support of the Speech Center by speech faculty.*

**What areas of your assignment did you discuss with the consultant?**

Topic 25      Organization and development 53      Delivery 64      Other 6

*Students could indicate more than one area for this question, and several students indicated multiple reasons. Three-quarters of the students wanted help with delivery; two-thirds wanted help with organization and development; one-third wanted assistance with their topic.*

**Did you give an oral practice for the consultant?**      Yes 64      No 17

*The DMACC Speech Center is the only academic resource on campus that provides students with assistance with delivery, and it is the most popular reason for students to use the Center.*

**Was the consultant helpful?**      Definitely 80      Somewhat 1      No 0

*All students said the consultant was helpful, with 80 out of 81 saying “definitely” helpful.*



**What time and which day of the week did you come to the Speech Center?**

M	T	W	TR	F	AM	PM
19	10	18	18	13	37	41

Visits were evenly balanced from AM to PM. Mondays, Wednesdays, and Thursdays were the most popular days, with Tuesdays and Fridays being less busy.

**Was the lab open at a convenient time for you?** Yes 80 No 1

*Most students found the Center to be open at convenient times. Some students indicated in comments that they would like longer hours of operation.*

**How long did you have to wait to visit with the consultant?**

Didn't wait	5-10 minutes	10 to 30 minutes	more than 30 minutes
54	18	7	0

*Eighty-nine percent of students either didn't wait or had a minimal wait to see a consultant.*

**Did attending the speech center improve your confidence?** Yes 79 No 2

*Seventy-nine students out of 81 or 97.6% said that attending the speech center improved their confidence. Only two of 81 said it didn't.*

**Would you recommend attending the Speech Center to other students?** Yes 81 No 0

**PERFECT SCORE!** *This is a testament to the consultants who staff the Speech Center!*

**Comments/Suggestions:**

Great visit and very helpful. Thank you!

Love it. Very Helpful! Boosted my confidence immensely!

Great help!

Great!

Great help! I would recommend it.

Love it!!

Speech Center is really helpful for students like me. I just want the speech center open longer.

Schwery really helpful. A lot of input.

Love the help with nonverbal.

Tell more people about it.

The consultant was very nice and gave great advice!

Awesome time in the center.

Great feedback

Very helpful with delivery practices of the speech.

It helps when you know the consultant.

Had a great time here 😊

### **Statements from Consultants:**

Hi, Judy -

Thank you again for all your work in the speech center! You have made a difference to many students and have opened up my academic experience to the rewarding world of tutoring, for which I am really grateful. I discovered the communication centers group at the National Communication Association conference, and I'm looking into speech center research that I can do to improve the student experience at the center.

This semester I was only in the center for a short time - one afternoon a week - so I didn't see too many students. However, I did meet repeatedly with one student who had severe speech anxiety. She always brought a friend along for moral support. I was able to listen to her speeches and to give her suggestions for improvements, but mostly I was able to reassure and to support her, letting her know how well she was doing.

Another good experience this semester was spending a few minutes brainstorming with a student, helping her narrow her topic and decide on main points she could make. It is so rewarding to be able to work one on one with students and really make an individual difference in a short time in a way you just aren't able to do in the classroom.

Thank you for your work in getting the speech center moving!

Rachel Murdock

Thanks for starting the Speech Center Judy!

I really enjoy working one on one with students in the speech center. Each semester I enjoy the change in attitude that the students have from when they enter for their session to when they leave. Whatever big or little changes we made to their speeches or delivery, the biggest change is their confidence. Some students come in scared or confused about the assignment, and they leave with purpose, knowing what to do next. That's my favorite part.

Sarah Setnes Dale



**DMACC Speech Center Workshop:**  
**Conducting Business**  
**Meetings**

Compiled and Presented by Judith Vogel



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**DMACC SPEECH CENTER WORKSHOP:**

# **The Art of Storytelling**

**Learn how to tell a good story and to engage your listeners!**

**Monday, Feb. 8, 12:15 to 12:45 Room 23, Bldg. 2, Ankeny**

**All DMACC students, faculty, and staff are invited!**

**Presented by Judith Vogel**



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# **DMACC SPEECH CENTER WORKSHOP: Incorporating Prose Into Speeches**

Compiled and Presented by Judith Vogel
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