

**EFFICACY OF ESTABLISHING A SPEAKING CENTER AT UTSA:
A FEASIBILITY STUDY**

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ABSTRACT

This research project investigates the feasibility of establishing a speaking center at the University of Texas at San Antonio (UTSA). The purpose of the study is to determine if there is a need on campus to provide this resource for students. The basic method of research involves campus-wide student surveys in addition to open-ended questionnaires for faculty and staff. Results suggest general and widespread support from students, faculty and staff for the establishment of a speaking center to serve as a resource for training in public speaking. The conclusions of this study offer recommendations to the administration of the university regarding the establishment of such a resource.

KEY WORDS:

Student Learning Resources; Speech Tutoring; Personalized Education; Core Curriculum;

Student Needs

INTRODUCTION

The idea for my Thesis began in Spring 2014 while enrolled in a Conduct of Communication Inquiry course taught by Dr. H. Paul LeBlanc III. For this course, we were to present our research studies at the end of the semester. Being a transfer student from Northwest Vista College (NVC), I assumed that UTSA would have the same resources that my community college did and then some. One of the resources at NVC that I frequently made use of was the NVC Speech Lab, which offered space to practice delivering presentations and receive constructive feedback from a tutor. I always felt more confident about presenting after visiting the Speech Lab.

Since the Conduct of Communication Inquiry class presentation was soon, I determined that practicing in the UTSA Speech Lab would be beneficial, but soon found out that such a resource did not exist on campus. I spoke with Dr. LeBlanc about this, mentioning that there was no space for me to practice or to receive feedback. This is when the idea of creating a speaking center at UTSA started. I told him how UTSA needs to build this resource for students. My assumption was that Dr. LeBlanc would be able to put my idea into action since he is the Chair of the Department of Communication.

I realized that although Dr. LeBlanc is the Chair, taking action on behalf of one student's idea would be impractical. After all, the voice of one student out of the many thousands at UTSA would be insignificant compared to the work needed to accomplish the idea in addition to the work needed to be done as the Chair.

A different avenue to express my idea to those who could implement change on campus needed to be found. I determined that the logical next step would be to write a proposal for building a speaking center and then deliver this to the Office of Development. Surely this office would be able to bring a speaking center to fruition. After all, developing spaces on campus is what their office does.

By this time, the Spring semester had nearly finished. I realized that even if I submitted a proposal, there was no guarantee that any action would be taken toward building a speaking center. It might very well just sit on someone's desk and never be read. If construction was

considered, then my proposal might be interpreted differently than intended and I would probably not be involved at all.

Over the summer, I recognized that with the speaking center being my idea and wanting to be as involved as possible in its creation, a more direct route to making it occur was needed. Further reflection revealed that the notion of a speaking center as being necessary at UTSA was based solely on my opinion. I needed to find out if other students believed it would help them, too. After all, if students would not even visit the speaking center, then there would be no point in its creation. I asked friends and coworkers about their thoughts and received positive support for pursuing the idea.

With this in mind, realization set in that I was the one who needed to take action toward building a case for the creation of a speaking center at UTSA. Having just completed the Conduct of Communication Inquiry course, I had the tools needed to start a research study and knew that incorporating a campus-wide survey of students about their attitudes toward a speaking center being built at UTSA would hopefully support my argument. Even if it did not, I intended to present at the Spring Research Conference where the UTSA community could learn of the possibility of such a resource being on campus. Maybe student demand/outcry might bring it to life. The only way to know was to begin a research study and find out. Furthermore, my research would still be on record in case it was decided in the future to take action toward creating a speaking center.

As an Honors student pursuing Highest Honors, I was still deliberating on a topic for my Honors Thesis. This speaking center idea meant so much to me and I did not want to graduate without taking action, especially since I perceived that having such a resource on campus would benefit the student population. With this in mind, I decided to pursue a research study.

I looked into how to get a research project started at UTSA. Just to be sure that I was taking the right steps, I contacted Alegra Lozano, the Honors College Assistant Director for Student Programs. She thought the project was a great idea and recommended contacting Dr. Ann Eisenberg, Associate Dean of the Honors College, for advice.

Following Lozano's recommendation, I contacted Dr. Eisenberg, who responded with, "...this is a fabulous idea for a thesis project." I was in shock that this idea could be considered as a thesis idea! Not once did I even imagine this as a possibility!

Over the summer, everything fell into place toward turning my idea into an Honors Thesis. It is also the Honors College's first feasibility study. Interestingly, the first person I expressed this idea to would become my Thesis Advisor – Dr. LeBlanc. Through the Honors College, I would be the one who could implement change on campus by means of the Honors Thesis.

The process to beginning construction of my thesis involved multiple steps. The first step involved discussion of the goals for this project, which were to demonstrate a need for UTSA to create a speaking center and then to write my Honors Thesis.

The second step was to select two Thesis Readers. As my study is about demonstrating the need for a speaking center, it was apparent that my Readers should have expertise in the area of speech. This made it only appropriate to have Thesis Readers who taught Public Speaking, since they would have advice on what should be included in my research. This line of reasoning led to finding my two Thesis Readers, Professor Laura Oliver and Professor Dale Davis.

The third step involved investigating previous feasibility studies to gain insight into how such studies are framed. Through analysis of multiple studies, the need for justification of my own study was clear. After all, this Honors Thesis seeks to determine if there is indeed a need on campus toward creating a speaking center.

JUSTIFICATION FOR A FEASIBILITY STUDY

The State of Texas has expected competencies of its four-year college students by the time commencement arrives. The core curriculum requirements for all Texas colleges reflect these expected competencies which are to be developed through classroom instruction. The State of Texas recognizes the need to provide students with opportunities to develop particular skill sets for their careers beyond graduation and has

mandated guidelines for university core curricula. Of particular interest to the researcher are the state mandates that have been enacted to hold Texas colleges accountable for instilling student proficiencies in written and oral communication. The University of Texas at San Antonio (UTSA) will be evaluated toward helping students reach the oral communication skill set.

The state recognizes that knowing how to write effectively is a skill that college students need for success in academia and after graduation. Students are expected to complete 6 credit hours in Communication coursework as part of the core curriculum. The State of Texas requires that coursework cover "oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience" (The UTSA, "Core Curriculum Area Requirements"). At UTSA those requirements are met in writing classes only (WRC 1013/1023). To meet the oral, aural, and visual skills, the campus also provides a course option in the core curriculum for public speaking although it is not required for students to accomplish.

To supplement in-class instruction, 96.2% of Texas colleges, as compiled from the list on Appendix A, currently have outside-class writing resources for students with one institution working on providing a writing center. These resources are most commonly in the form of campus tutoring services. UTSA offers the needed courses in Writing/English to meet core curriculum requirements. The campus also features a writing program as well as offers an academic writing tutoring service, The Writing Center. UTSA is therefore an advocate of encouraging this needed skill set for students through both in-class and outside-class academic resources.

The state also recognizes that knowing how to speak effectively to an audience is a skill that college students need for success in academia and after graduation. Recently, the state has mandated that oral communication be included in courses in the core curriculum (Texas Higher Education Coordinating Board [THECB], 2014). UTSA, however, does not require students to take Public Speaking, but rather allows students to "learn" oral communication through oral speaking assignments within other Core

Curriculum classes. Public Speaking is a Component Area Option (UTSA Undergraduate Catalog, 2014-2015). This does not reflect the significance of speech skills to current college graduates. Students are not expected to complete any credit hours in Speech coursework as part of the core curriculum other than as an option.

To supplement in-class instruction, 15.4% of Texas colleges, as compiled from the list on Appendix A, have outside-class speech resources for students. To determine the prevalence of speaking center resources in the State of Texas, I utilized the list of universities with undergraduate communication programs available through the National Communication Association (NCA). I limited this list to include only the accredited public institutions in the State of Texas offering four-year bachelor degrees in communication. This final list is provided in Appendix A. Information regarding the number of undergraduate students and communication majors, as well as whether the school offered a speaking center and/or writing center was determined through contacting each college and/or reviewing their public information on their website.

From this information, I was able to determine that these resources are most commonly in the form of speech help centers or labs. The following schools in Texas have speech centers: Midland College, Texas Southern University, Texas State University – San Marcos, and the University of Texas – Pan American. The University of Texas of the Permian Basin offers a Communication Lab course. UTSA offers the needed courses in speech to meet core curriculum requirements, although as noted above it is not required. The campus does not offer outside-class academic speech resources. Based on this, there is a potential need for a speaking center at UTSA.

Compared to how writing skills are taught in class and complemented through outside-class resources, speech resources for students are lacking at UTSA. Since students are expected to be proficient in speech skills after graduation, there is a potential need for an outside-class speech resource. This study will look at the feasibility of providing a speaking center resource outside the classroom to meet this potential need at UTSA.

METHODS

The study population for this study includes current undergraduate UTSA students, select UTSA faculty and staff members, and select community college speech lab personnel. My instruments are surveys and open-ended questionnaires.

Invitations to students, faculty and staff for their participation in this study through surveys and open-ended questionnaires will be sent through email to include the link to the online data-collection instrument. **See Appendix B for the email invitations.** The consent form and data-collection instruments will be accessed through clicking the link within the email invitation. **See Appendix C for the consent form and survey for students. See Appendix D for the consent form and open-ended questionnaires for faculty and staff.**

The survey for current undergraduate students comprises questions that will measure student opinion about a speaking center being developed on campus as well as predicted student use of the center. These questions were developed through analysis of six feasibility studies that were concerned with the development of college programs (see Appendix E). I looked at what were the questions that guided the studies, how they were being asked, and if the question appeared in more than one study.

The Office of the Registrar sent a mass email request for participation in a survey to undergraduate students. Due to the possibility that students may request their email not be used for any business other than official UTSA business, or the possibility that email addresses may be out of date, a total number of email recipients is not known to the researcher. However, it is believed the email was sent to a majority of the total undergraduate student population. A group of 148 undergraduate students at UTSA responded to the survey by the cut-off date. The group of respondents consisted of undergraduate students ranging in age from 18 to 61 with a mean age of 23 ($sd=7.54$). Of the 148 participants, 64% were female and 36% were male. Table 1 below shows the ethnic characteristics of the study subjects.

Table 1

Categorization and percentage of ethnic categories based upon open-ended responses to ethnicity self-identification among subjects.

Category	Category descriptors	Percentage
Caucasian	white, Caucasian, white non-Hispanic, European-American, Northern European	39.3%
Latino/a	Hispanic white, Mexican-American, white Latino, Mexican, Hispanic, Mexican-American, Chicana, Latina	38.6%
Asian	Asian, Middle Eastern, Asian-Indian, Indian, Filipino, Asian-American, Chinese-American, Arab	11.0%
Other	other, African-American, black, more than 2 races listed, Native American	11.0%

Justification for the ethnic categories is based on the number of options that were received in the survey. As the question for how each student identified their ethnicity was open-ended, categories were chosen based on the number of recorded responses for each category. The category of “Other” was chosen because there were multiple ethnicities that were received on a much smaller scale than the Caucasian, Latino, or Asian categories and were thus too small for comparison purposes.

The open-ended faculty and staff questionnaire comprises questions that explored opinions about the need for public speaking training based on their academic area or department as well as their predicted

recommendations of using a public speaking tutoring service for their students if it were established in UTSA’s Tomás Rivera Center, an academic resource center created for all students. A grounded theory approach was utilized to uncover themes in the open-ended data (Morse & Richards, 2002).

The faculty and staff sample included for participation in open-ended questionnaires was selected among campus departments to include key members of administration within the John Peace Library, the Tomás Rivera Center, and the Center for Student Professional Development in the College of Business. Also selected for open-ended questionnaires were the administrative coordinators of the two local Alamo Community College District campuses that feature speaking center resources for students – Northwest Vista College and San Antonio College. **See Appendix F for the list of interviewees.**

The researcher’s faculty mentor sent a mass email request for participation in an open-ended questionnaire to the faculty and staff listed in **Appendix F**. A group of 12 faculty and staff responded to the open-ended questionnaire by the cut-off date.

RESULTS

To determine if, and if so, how students perceived a need for a speaking center at UTSA, the survey data were analyzed for strength of agreement. Additionally, Pearson Product-moment Correlation tests were utilized to determine if there were any significant relationships between responses.

Class Help

Several items on the survey were designed to measure student perceptions on the help that a speaking center might provide for their classes. Students seemed to be interested in how a speaking center would help him or her and help with class work. Results indicated that students perceiving that tutoring in a speaking center would help them individually is positively related to perceiving that a speaking center would help with classes [$r = .701, p < .001, N = 148$]. Additionally, results indicated that student perception that a speaking center would help with

classes is positively related to intention to use a speaking center often if it were established [$r = .714, p < .001, N = 148$]; and perceiving that establishing a speaking center would help with classes is positively related to the perception that establishing a speaking center would address an existing problem [$r = .604, p < .001, N = 148$]. Students also reported that they perceived a speaking center would increase retention and enrollment in classes. Results indicated students perceiving that a speaking center would increase student retention is positively related to perceiving that a speaking center would help students [$r = .634, p < .001, N = 148$] as well as perceiving that establishing a speaking center would help further the campus mission was positively related to perceiving that it would increase student enrollment [$r = .527, p < .001, N = 148$]. Students also reported perceiving that faculty would benefit from having a speaking center established due to an increase in enrollment. Results indicated students perceiving that a speaking center would increase student enrollment is positively related to perceiving that a speaking center would help faculty [$r = .560, p < .001, N = 148$].

Convenience

Several items on the survey were designed to measure student perceptions of the convenience a speaking center might afford them. Results indicated students perceiving that establishing a speaking center would address an existing problem is positively related to perceiving a speaking center as being convenient for students [$r = .603, p < .001, N = 148$]. Convenience was associated with perceiving that a speaking center would be used frequently as well as that it would be helpful to the student. Results indicated students perceiving that tutoring in a speaking center would help them individually was positively related to students believing they would use the speaking center often [$r = .756, p < .001, N = 148$] as well as to the perceived convenience of a speaking center for students [$r = .647, p < .001, N = 148$].

Speech Anxiety

Items on the survey were designed to measure student perceptions toward speech anxiety and comfort with presentation as well as speech anxiety and intention to use a speaking center if it

were established. Results indicated students having speech anxiety were likely to feel uncomfortable giving presentations [$r = -.612, p < .001, N = 148$], consequently intending to use a speaking center if it were available [$r = .313, p < .001, N = 148$].

Relationship between a Speaking Center and a Writing Center

Several items on the survey were designed to measure student perceptions on the helpfulness and perceived benefits of a speaking center and a writing center as well as any relationship between the two centers. It was found that students looked at the big picture for the UTSA campus and its student population when considering the establishment of a speaking center. Results indicated that the perceived helpfulness of a speaking center to students is positively related to perceiving that a speaking center would address an existing problem [$r = .664, p < .001, N = 148$] and would help further the campus mission [$r = .746, p < .001, N = 148$]. A relationship was also found between the individual student perceiving that both a speaking center and writing center would be helpful and there was an intention to use these types of centers was identified. Results indicated that the student's perception that a speaking center would help the individual student is positively related to intention to use a speaking center if it were made available [$r = .756, p < .001, N = 148$]; the student's perception that a writing center would help the individual student is positively related to intention to use a writing center [$r = .705, p < .001, N = 148$]; and the student perception that a writing center would help them individually intention to use a speaking center if it were established is positively related to intention to use a writing center [$r = .436, p < .001, N = 148$].

To determine if and if so how faculty and staff perceived a need for public speaking training at UTSA as well as their perceived recommendations of a public speaking tutoring service at the UTSA Tomás Rivera Center, open-ended questionnaire data from faculty and staff was then analyzed for agreement among faculty and staff and any relevant themes. The faculty and staff open-ended questionnaire data for the question regarding a perceived need for public speaking training demonstrated very strong

support for this type of training. This was in agreement with the student survey data. A theme that was found in the data for this first open-ended question was the perception that public speaking is a skill that should be developed. One respondent answered with “[g]reat need. In my view, students, undergraduate and graduate lack this skill”. A second respondent added, “[a]lthough we offer public speaking classes...we still need additional training for students.” Another respondent identified that “[s]tudents need opportunities to practice presentations with feedback,” which could be accomplished through establishing a speaking center providing public speaking tutoring. Responses indicate a general perception that training in public speaking has ever-increasing importance. A fourth respondent stated succinctly, “[t]he need grows each year.” Based on this, a speaking center would help alleviate that need through public speaking tutoring.

The faculty and staff open-ended questionnaire data for the question regarding perceived recommendations to students toward using a public speaking tutoring service if it were made available in the Tomás Rivera Center demonstrated strong support. This was in agreement with the student survey where students perceived that a speaking center would help them and faculty. One respondent answered with “[s]ince we already require a ‘public speaking’ course as a part of the curriculum, tutoring service may serve as a valuable supplementary resource.” Based on this, the respondent perceived that students would be better served through public speaking tutoring in addition to classes. Another respondent answered with “[y]es, if it involved a feedback loop,” which would be inherent in a tutoring service. These responses in total suggest faculty and staff support for the establishment of a speaking center for public speaking tutoring.

CONCLUSION

Given the State of Texas’ expectations that students at institutions of higher education be given the opportunity to develop oral, aural, and visual literacy skills (in addition to writing skills), the development of outside class speaking resources such as those provided for writing skills

should be provided. This feasibility study demonstrates that a need exists for such a resource. The models that exist at very few schools in Texas include a speaking center. The University of Texas at San Antonio does present a need. Additionally, UTSA has the necessary expertise among faculty to devise the elements of this resource.

The student survey results demonstrated a perceived need by students for establishing a speaking center at UTSA. Among the reasoning for this perceived need by students are the moderately strong and significant correlations between student perceptions toward establishing a speaking center and its relationship to helping students, helping with classes, increased student retention, increased enrollment, addressing an existing problem, furthering the campus mission, and helping campus faculty. One of the aspects of the UTSA mission is “...the advancement of knowledge through...teaching and learning...As an institution of access and excellence, UTSA...serves as a center for intellectual and creative resources...” (About UTSA). The results demonstrate that students are receptive to the idea of establishing a speaking center at UTSA for these reasons and would be inclined to use this resource often if it were to become available to them.

The faculty and staff open-ended questionnaire results demonstrated strong agreement with the students that establishing a public speaking tutoring service would be a beneficial addition to the campus. Furthermore, faculty and staff recognized public speaking tutoring as being important for developing this needed skill. Although this study focused on the needs of undergraduates, some faculty and staff respondents noted that graduate students may also benefit from this resource.

The next steps for the development of a speaking center may include identifying the funding, the space allocation, and the staffing of this resource. Given the need and the shortage of speaking centers among Texas public four-year accredited colleges, UTSA has the potential to be a leader in meeting the State of Texas’ goals for a twenty-first century workforce. A potential side-benefit of this leadership may lie in the recruitment of top undergraduate students.

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APPENDIX A

List of Texas Public 4-Year Accredited Institutions with Communication Programs

College or University	Student	# COM Majors	# Hours - Writing	# Hours - Speech	Writing Lab?	Speech Lab?
Angelo State University	5,425	217	6	3	Yes	No
Lamar University¹	9,000		6	3	Yes	No - Interview Lab
Midland College²	5,400	568	6	3	Yes	Yes
Prairie View A&M University	6,932		6	0	Yes	No
Sul Ross State University³	1,940	35	6	0		
Tarleton State University⁴			6	3	Yes	No
Texas A&M International University	6,742	125	6	0	Yes	No
Texas A&M University	44,681	1,200	3	0	Yes	No
Texas A&M University - Corpus Christi⁵	11,256	270	6	3	Yes	No
Texas A&M - Kingsville		80+	6	0	Soon	No
Texas Southern University	6,943		6	0	Yes - online	Yes
Texas State University - San Marcos⁶	31,005*	400	6	3	Yes	Yes
Texas Tech University⁷	26,481*	217	6	3	Yes	Undetermined
University of Houston⁸	31,000	1,800	6	0	Yes	No
University of Houston - Clear Lake⁹	5,280		6	3	Yes	No
University of Houston - Downtown	13,486*	295*	6	0	Yes	No
University of Houston - Victoria	3,100	90	6	3	Yes	No
University of North Texas	28,000	323	6	0	Yes	No
The University of Texas at Arlington¹⁰	25,678*	1,017	6	0	Yes	No
The University of Texas at Austin¹¹	Below 39,000	4,103*	6	0	Yes	No
The University of Texas at Brownsville		130	6	3	Yes	No
The University of Texas at El Paso¹²	19,817	800	6	3	Yes	No
The University of Texas - Pan American	17,858	600	6	0	Yes	Yes
The University of Texas of the Permian Basin¹³	4,666	120	6	3	Yes	No, but COM Lab course

The University of Texas at San Antonio	24,000	700	6	0	Yes	No
West Texas A&M University¹⁴	7,143	307	6	3	Yes	No
TOTAL:	374,833	13,397				61,206

¹ Lamar University requires 6 hours in the Communication component, which may be met by taking 2 of 6 courses, unspecified. COMM 1315 (Public Speaking), and COM 1321 (Business and Professional Speech) are included in that list.

² Data from Midland College was inconsistent. Data presented in the table represents a best guess at their current requirements.

³ Data from Sul Ross found within PDF only.

⁴ Data from Tarleton State University was inconsistent. Data presented in...

⁵ Data from Texas A&M Corpus Christi was inconsistent. Data presented in...

⁶ Data from Texas State University was inconsistent.

⁷ Data from Texas Tech was inconsistent.

⁸ Data from University of Houston found within PDF only.

⁹ Data from University of Houston – Clear Lake was inconsistent.

¹⁰ Data from the University of Texas at Arlington was inconsistent.

¹¹ Data from the University of Texas at Austin was inconsistent.

¹² Data from the University of Texas at El Paso was inconsistent.

¹³ Data from the University of Texas of the Permian Basin was inconsistent.

¹⁴ Data from West Texas A&M University was inconsistent.

APPENDIX B

Email invitations to participate in this study.

1) Email to Students:

My name is Kimberly Redgate (ewr377@my.utsa.edu), an undergraduate Communication and Honors College student trying to earn Highest Honors through an Honors Thesis on a topic of interest to me. I would like to know how likely you would use a public speaking and presentation tutoring service for speaking if this campus-resource were established. To participate, please click the following link. Your participation will be truly appreciated, as it will help me to reach more informed conclusions based on survey responses. More information is provided on the first page after you click the link below.

Please follow this link to complete a short survey:

<https://www.surveymonkey.com/s/speakingcenterSTUDENTS>

You will be asked for a password to participate:

PASSWORD: SpeakingCenter STUDENTS2015

1) Email to Staff:

My name is Kimberly Redgate (ewr377@my.utsa.edu), an undergraduate Communication and Honors College student trying to earn Highest Honors through an Honors Thesis on a topic of interest to me. I would like to know how likely you would recommend to students use of a public speaking and presentation tutoring service for speaking if this campus-resource were established. To participate, please click the following link. Your participation will be truly appreciated, as it will help me to reach more informed conclusions based on survey responses. More information is provided on the first page after you click the link below.

Please follow this link to complete a very short survey:

<https://www.surveymonkey.com/s/speakingcenterSTAFF>

You will be asked for a password to participate:

PASSWORD: SpeakingCenter STAFF2015

APPENDIX C

1) Consent and Survey for Students:

Dear Participant,

My name is Kimberly Redgate and I am an undergraduate student in the Communication Department at the University of Texas at San Antonio (UTSA). I am the primary investigator for this study. The purpose of this study is to assess the likely use of a campus-based speaking-tutoring resource if it were to be available to students.

Your participation in this research study is voluntary and you can leave the site at any time. You may choose not to participate. If you decide to participate in this research study, you may withdraw at any time. If you decide to withdraw from participating at any time you will not be penalized. You must be 18 years of age to participate.

The online survey should take less than 30 minutes to complete. Your responses will be confidential and any identifying information such as your name, email address, or IP address will not be collected. The survey questions pertain to likely use of a possible campus-based resource. There are no anticipated risks to participants of this survey.

If you have any questions about the research study, please contact Kimberly Redgate at ewr377@my.utsa.edu. You may also contact my faculty supervisor for the study, Dr. H. Paul LeBlanc III, at paul.leblanc@utsa.edu, or (210) 458-5990.

This research has been approved by the University of Texas at San Antonio Institutional Review Board (“IRB”). Questions regarding your rights as a research participant in this study (irb #15-177) may be addressed to the IRB through IRB@utsa.edu, or by phone at (210) 458-6473 or (210) 458-6179, or IRB@utsa.edu. Other questions, concerns or complaints about the study may also be addressed through this office.

If you agree to participate in this survey, please select one of the following:

Agree

Do not agree

Campus Speaking Center Feasibility Survey

The purpose of this **voluntary and anonymous** survey is to gauge perceptions about the usefulness of a speaking center on campus.

A speaking center as defined for this study is a tutoring service that provides students with the opportunity to practice and receive feedback on the oral and visual components within their academic presentations.

Please answer the following questions by circling the response best reflecting your opinion.

Instructions: Please circle the appropriate number for each statement where 1 equals Strongly Disagree and 5 equals Strongly Agree.

1. I feel comfortable giving presentations.

Strongly Disagree 1 2 3 4 5 Strongly Agree

2. I have speech anxiety.

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. I feel that tutoring in a speaking center would help me.

Strongly Disagree 1 2 3 4 5 Strongly Agree

4. I feel that establishing a speaking center would help further the campus mission.

Strongly Disagree 1 2 3 4 5 Strongly Agree

5. I feel that a speaking center would help students.

Strongly Disagree 1 2 3 4 5 Strongly Agree

6. I feel that a speaking center would increase student well-being.

Strongly Disagree 1 2 3 4 5 Strongly Agree

7. I feel that a speaking center would increase student retention.

Strongly Disagree 1 2 3 4 5 Strongly Agree

8. I feel that a speaking center would increase student enrollment.

Strongly Disagree 1 2 3 4 5 Strongly Agree

9. A speaking center would be convenient for students.

Strongly Disagree 1 2 3 4 5 Strongly Agree

10. A speaking center would address an existing problem.

- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
11. A speaking center would help faculty.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
12. I would use the speaking center often.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
13. The speaking center would help with my classes.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
14. I would prefer one-on-one speech tutoring.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
15. I would prefer to record myself speaking and then view how I did by myself.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
16. I would prefer to record myself speaking and then view how I did with a tutor.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
17. I prefer to receive help from a tutor who specializes in speech communication.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
18. I would be open to receiving help from a graduate student in communication.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
19. I expect the speaking center to have a quiet atmosphere for practice.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
20. I expect there to be multiple practice rooms at the speaking center.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
21. I need disability accommodation equipment for speaking center practice.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
22. I feel that tutoring in the Writing Center would help me.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
23. I would use the Writing Center resource often.
- | | | | | | | | |
|--|--------------------------|---|---|---|---|---|-----------------------|
| | <u>Strongly Disagree</u> | 1 | 2 | 3 | 4 | 5 | <u>Strongly Agree</u> |
|--|--------------------------|---|---|---|---|---|-----------------------|
-

Instructions: Please select the appropriate term for each question below.

A. My Gender

Male

Female

Other

B. My Enrollment Status

Undergraduate UTSA Student Graduate UTSA Student

C. How do you identify your ethnicity? _____

D. What is your age in years? _____

Thank you for your participation!

APPENDIX D

1) Consent and Survey for Faculty and Staff:

Dear Participant,

My name is Kimberly Redgate and I am an undergraduate student in the Communication Department at the University of Texas at San Antonio (UTSA). I am the primary investigator for this study. The purpose of this study is to assess the whether campus staff would endorse recommended use of a campus-based speaking-tutoring resource if it were to be available to students.

Your participation in this research study is voluntary and you can leave the site at any time. You may choose not to participate. If you decide to participate in this research study, you may withdraw at any time. If you decide to withdraw from participating at any time you will not be penalized. You must be 18 years of age to participate.

The online questionnaire should take less than 30 minutes to complete. Your responses will be confidential and any identifying information such as your name, email address, or IP address will not be collected. The open-ended questions pertain to likely recommendation for use of a possible campus-based resource. There are no anticipated risks to participants of this survey.

If you have any questions about the research study, please contact Kimberly Redgate at ewr377@my.utsa.edu. You may also contact my faculty supervisor for the study, Dr. H. Paul LeBlanc III, at paul.leblanc@utsa.edu, or (210) 458-5990.

This research has been approved by the University of Texas at San Antonio Institutional Review Board (“IRB”). Questions regarding your rights as a research participant in this study (irb #15-177) may be addressed to the IRB through IRB@utsa.edu, or by phone at (210) 458-6473 or (210) 458-6179, or IRB@utsa.edu. Other questions, concerns or complaints about the study may also be addressed though this office.

If you agree to participate in this survey, please select one of the following:

Agree

Do not agree

APPENDIX E

List of questions gathered from six published feasibility studies with the number of times each question was repeated among all six studies

Questions:	1x	2x	3x	4x	5x	6x
Commission on Accreditation in Physical Therapy Education						
Does the program keep in line with or further the campus (or just academics in general) mission? Goals? If so, how?	X	X	X	X	X	
Would the addition impact other departments, areas, or campuses? If so, how?	X	X	X			
What would be the impact of this program on campus in regard to the UTSA mission and making the campus look better?	X	X	X	X	X	
Do we have the people (faculty/staff) to bring this program to campus?	X	X	X			
Does the campus have the finances to bring this program to campus?	X	X	X	X		
What are the expected challenges toward bringing a speech lab to UTSA?	X	X	X			
Is there a model to design the project from?	X	X	X	X	X	
What are the assumptions going into this study?	X	X	X	X	X	
What is the profile of students?	X	X	X	X	X	X
What is the profile of campus culture (what students feel they need)?	X	X				
What would the timeline for establishing a lab be?	X	X	X	X		
What resources does the campus need to have in place to create this lab?	X	X	X	X	X	
Education Strategy: Market/Feasibility Study – Lake Erie College						
Will this program provide incentive so as to increase the retention/enrollment?	X	X	X			
“Immediate response to market demands?”	X	X				
Will this addition improve the college’s esteem?	X	X	X	X		
Is there support for this program on campus [or in the educational system]?	X	X				
Will this initiative support post-graduate and/or career potential?	X	X	X	X		
Are there methods of assistance to ensure student success?	X					
Is this program convenient?	X	X	X	X		
Is this program practical?	X	X	X	X	X	
Feasibility Study: MS Degree in Mathematical Science						
Will the project benefit <i>all</i> students?	X	X	X			
Does this program assist the college in regard to existing problems?	X	X	X			
Will the project help UTSA faculty?	X	X	X			
If the lab is not founded, what are the consequences?	X	X	X	X		
Lake Washington Technical College Bachelor in Applied Technology Program Feasibility Study						
Is there a need for this resource? (students and/or faculty)	X	X	X	X		
Does the community favor such a lab being built? Benefit?	X	X	X			
How likely would students be to use this resource?	X	X	X			
Jefferson Community College New Events Center Feasibility Study						
What are the strengths and opportunities attributed to speech lab?	X	X	X	X	X	X
Pan-Canadian Quality Standards in International Academic Credential Assessment						
Would the project be useful?	X	X	X	X	X	X

APPENDIX F

List of individuals to send requests for participation in the study through an anonymous and voluntary open-ended online questionnaire.

- Alamo Community College District:
 - NVC Coordinator of Speech Lab = Elaine Jansky
 - SAC Speech Coordinator of Strain and Skinner COM Center = Jolinda Ramsey
- Communication faculty who teach Public Speaking and are not part of this project
 - Skip Eno
 - Ken Harris
 - Sallyanne Holtz
 - Barbara Imboden
 - Ryan McPherson
 - Dinah Richard
 - Art Settles
 - Charles Wright
 - Richard West
- JPL
 - Assistant Dean for Faculty Services = Mary Dixson
- Tomás Rivera Center
 - Executive Director, Tomás Rivera Center = Leticia Duncan-Brosnan
 - Learning Assistance and Assessment
 - Director = Lisa Johns
 - Tutoring
 - Director = Cyndi McCowen
 - Supplemental Instruction
 - Director = Maggie Floyd
 - Program Coordinator = Tiffany Sullivan
 - Program Coordinator = Erik Oviedo
- Center for Student Professional Development in the College of Business
 - Lisa Marie Gomez,
Associate Director of the Center of Student Professional Development
- UTSA Department Chairs:
 - College of Architecture
 - Architecture = Vincent Canizaro
 - Construction Science = Yilmaz Hatipkarasulu
 - College of Business
 - Accounting = James Groff
 - Economics = Melody Lo
 - Entrepreneurship and Technology Management = William Flannery
 - Finance = Lalatendu Misra
 - Information Systems and Cyber Security = Yoris Au
 - Management = Stewart Miller

- Management Sciences and Statistics = Raydel Tullous
 - Marketing = Suman Basuroy
- College of Education and Human Development
 - Bicultural-Bilingual Studies = Belinda Flores
 - Counseling = Thelma Duffey
 - Educational Leadership and Policy Studies = Bruce Barnett
 - Educational Psychology = Jeremy Sullivan
 - Kinesiology, Health, and Nutrition = William Cooke
 - Interdisciplinary Learning and Teaching = Mari Cortez
- College of Engineering
 - Biomedical Engineering = Anson Ong
 - Civil and Environmental Engineering = Thomas Papaggiannakis
 - Electrical and Computer = Daniel Pack
 - Mechanical = Harry Millwater
- COLFA
 - Anthropology = Jason Yaeger
 - Art and Art History = Gregg Elliott
 - Communication = H. Paul LeBlanc III
 - English = Mark Bayer
 - History = Gregg L. Michel
 - Modern Languages and Literatures = Marita Nummikoski
 - Music = David Frego
 - Philosophy and Classics = Eve Browning
 - Political Science and Geography = James Calder
 - Psychology = Robert Fuhrman
 - Sociology = Xiahoe Xu
- College of Public Policy
 - Criminal Justice = Richard Hartley
 - Demography = Joachim Singelmann
 - Public Administration = Christopher Reddick
 - Social Work = Martell Teasley
- College of Sciences
 - Biology = Edwin Barea-Rodriguez
 - Chemistry = Waldemar Gorski
 - Computer Science = Rajendra V. Boppana
 - Geological Sciences = Lance Lambert
 - Mathematics = Sandy Norman
 - Physics and Astronomy = Miguel Yacaman
- Honors College
 - Dean = Richard Diem
 - Associate Dean = Ann Eisenberg