Pre- and Post-Event Evaluation Report

<table>
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<th>Area of Assessment</th>
<th>Outcomes</th>
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| **Pre-Event Data** | 14% of student-athletes (n=64) are 61-80% likely to put themselves in a situation to speak publically  
13% of student-athletes (n=64) are 81 – 100% likely to put themselves in a situation to speak publically  
5% of student-athletes (n=64) “strongly agree” to having a thorough understanding of how to combat public speaking nerves  
11% of student-athletes (n=64) “strongly agree” to understanding how to develop the content of a speech  
8% of student-athletes (n=64) “strongly agree” to having a strong understanding of how to deliver an effective speech |

**Student-Athlete Skills and/or Knowledge**  
Student-athletes (n = 74) “strongly agree” or “agree” their skills and/or knowledge improved in the following areas:  
- Understanding helpful ways to approach/think about public speaking (89%)  
- Understanding why public speaking fear/anxiety occurs (85%)  
- How to combat public speaking fear/anxiety (77%)  
- How to gain confidence when public speaking (82%)  
- How to create and execute an elevator pitch (85%)  
- I learned effective strategies for practicing a speech (89%)  
- 87% of student-athletes (n = 63) report they were “very satisfied” or “satisfied” with the event.  

**Speaking with Confidence Content**  
*Speaking with Confidence Presentation: 91% of student-athletes (n=74) selected “agree” or “strongly agree” with six questions evaluating the presentation:*  
- 95% of student-athletes (n = 74) “strongly agree” or “agree” the presentation seemed well planned and organized  
- 93% of student-athletes (n = 74) “strongly agree” or “agree” the most important points were clear  
- 95% of student-athletes athletes (n = 74) “strongly agree” or “agree” this information will be useful while at UNLV  
- 88% of student-athletes (n = 74) “strongly agree” or “agree” they enjoyed the content  
- 89% of student-athletes (n = 74) “strongly agree” or “agree” they enjoyed the way this information was presented  

**The following components of the seminar were rated as follows (n=74):**  
**Content/Brainstorm**  
- Effective ways to brainstorm/gather content (85%)  
- The group brainstorm (77%)  
- An understanding of how to frame ideas (e.g., stories, etc.) (80%)  

**Delivery**  
- An understanding of effective delivery (e.g., vocal variety, etc.) (89%)  
- Techniques to use prior to delivering a speech (91%)  
- Techniques to help while delivering a speech (91%)
### Student-Athlete Reported Meaningful Take-Aways

**Overriding Themes:**

**Public Speaking – General Knowledge**
- How to develop my personal elevator pitch
- Everyone feels nervous, it’s about channeling those nerves
- Public speaking is about the audience; it’s not about you
- Why public speaking is important (e.g., careers, communicating ideas, etc.)
- Statistics about the audience (20% are disengaged, 60% are neutral, 20% choose to attend)

**Pre-Speech Delivery**
- Learning how to calm nerves/handle stress (e.g., “pre-speech rituals”)
- Engage in the two-minute “Power-Pose”; correlation between body and thoughts
- The many ways to practice (e.g., record yourself, in front of a mirror, piece by piece, etc.)
- Ways to help motivate yourself prior to delivering a speech

**Delivery**
- Be energetic
- Command presence as soon as you hit the stage
- Focus on your message (the audience does not know what is on your script)
- Be mindful of filler words (i.e., and, so, but) and vocalized pauses (i.e., er, uh, um, ah)
- Utilize unique techniques to mask anxiety while public speaking (e.g., squeezing hands)
- Tone of voice (vocal variety) matters

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### What Student-Athletes are Saying

*Italicized indicates student-athlete direct quote*

**Event Value:**
- “It allowed me to recognize traits I can learn to be a better speaker.”
- “I feel more confident on how to approach an important speech.”
- “Had a great time, thank you!”
- “Great topic since public speaking is so important nowadays.”
- “Great seminar! I enjoyed it.”
- “I learned a lot! Very upbeat and fun. Great job.”
- “The speaker was good.”
- “I enjoyed this interactive experience with other athletes.”
- “I really enjoyed this event, and I was glad to have been a part of this learning opportunity.”
- “Very helpful and insightful.”
- “Always a great and informative time. Thanks.”
- “This really helped me and I will apply what I learned at my next speech.”
- “This was a good learning experience.”
- “It was really funny and fun.”

**Event Format/Activities:**
- “I love the book reading. It’s a good way to practice tone.”
- “I really enjoyed the group work and activities.”
- “I liked the brave souls who came up and gave examples (elevator pitch).”
- “I like the activities.”
- “Great idea to reinforce interactions with rewards (candy).”
- “I like how people were willing to share.”
- “The food kept me energized and able to participate.”

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### Suggested Areas for Enrichment

The survey indicated the suggested areas for further enrichment:
- Student-athletes were disrespectful and disruptive during the seminar
- The group time was unclear/not as helpful

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**Surveys Analyzed:** 74 out of 74 (100%)