Course Assessment- Part B: Your Results & Analysis   COMPLETE   #515

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COMM 111- Public Speaking- Diane Uto- Fall 2021

* Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

Method 1, Speeches: Development and oral delivery of a 10-minute informative speech in front of classroom audience, adhering to time limitations, principles of verbal and non-verbal communication, organization, supporting evidence and visual aids.
All students who completed this assignment (35 total) earned a C or above on this assignment for developing and delivering an oral informative speech in accordance with key principles of public speaking. Most earned an A or a B.

Method 2, Research: In-depth research on a selected speech topic, citing legitimate and credible sources that support the information and assertions contained in the oral informative speech; formulation of research findings into formal written a outline that organizes the speech topic in an effective and logical manner.
All students who completed this assignment (35 total) earned a C or above on this assignment for conducting in-depth research relying on appropriate sources and organizing their findings in an effective and logical way. Most earned an A or a B.

Method 3, Audience Analysis: Research and develop an understanding of the listening audience, based on demographics and psychographics, and apply parameters to topic.
All students who completed this assignment (34 total) earned a C or above on this assignment for analyzing their audience to ensure their message was relevant and effectively received. Most earned an A or a B.

* Outcome #1

Outline and organize oral messages for delivery before a group or live audience.

* % of students who successfully achieved the outcome (C or above)

86

* Outcome #2

Critically examine and evaluate ideas and information in order to formulate a clear and effective message.

* % of students who successfully achieved the outcome (C or above)

86

* Outcome #3

Analyze diverse audiences; develop appropriate and respectful messages for each.

* % of students who successfully achieved the outcome (C or above)

86

* ANALYSIS 3. What contributed to student success and/or lack of success?

Aside from the difficulty in getting some students motivated to complete all assignments in a thorough and timely manner (the "lack of success" component), I am pleased with the "success" achieved by the majority of students. Those that succeeded in the course were aware that public speaking skills will serve them throughout their lives, not just their academic careers, and they were intent on improving those skills.

* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

Whether students want to admit it or not, most come into this course with trepidation, brought on by the common fear of standing up and speaking in front of an audience. While the survey results do reflect an increase in knowledge and understanding from before the course to after the course, I believe the majority of them left with a sense of having conquered fear, with a newfound confidence and understanding of what it takes to effectively develop and deliver a well organized and well supported speech.

* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)

Yes

* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?

Peer evaluation is a key part of this course. Evaluating others requires students to focus on the most critical aspects of a speech, and what makes it effective – or not. As noted in this course assessment previously, I believe self-evaluation is beneficial to students. This requires students to focus on their own effectiveness (or lack thereof), so they "own" their speech, their delivery, their visual representation, etc.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

None

* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.

Since offering the fully online and hybrid/hyflex versions of this course, most students are forced to self-evaluate by reviewing their recorded speeches prior to turning them in. This allows them to create and evaluate multiple versions of their speeches, making adjustments and corrections until they feel they have a satisfactory final version to submit.

9. Describe how you explain information about course outcomes and their relevance to your students.

The course outcomes are reviewed with students in the introductory class (hybrid/hyflex) and the Introduction section of Moodle (online) so they are aware of the overall focus of the course and the expected results.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and "Control of Syntax and Mechanics."
With regard to "Content Development," I give students strict instructions on what is required to develop and support the information or arguments contained in their speeches. Key factual information with three outside sources are required; each source must be credible, lending qualified expertise to the topic; no opinion blogs or biased media sources are allowed. With regard to "Control of Syntax and Mechanics," I have added to the Moodle shell for this course a comprehensive guide to oral delivery of their speeches, as well as outlining their topic, Examples of effective speech delivery, a completed organizational outline, and effective visual representation of a speech are provided via links.

ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).
With regard to "Student's Position" (Critical Thinking), students are required to be aware of and understand the uniqueness of their audience so their message can resonate with all listeners. This requires a thorough analysis of who is in the room, forcing students to think critically about how they formulate and deliver their topic. With regard to "Evaluate Potential Solutions" (Problem Solving), one of the most common problems in public speaking -- aside from conquering fear -- is delivering a message effectively to your audience. A blended audience can pose a "problem" when students must deliver a single message to a group with diverse experiences, interests and levels of knowledge. Hence, the importance of in-depth audience analysis.