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COMM 111Z- Public Speaking- Diane Uto- Part B- Fall 2024

*** 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 a live audience, adhering to time limitations, principles of verbal and non-verbal communication, organization, supporting evidence and visual aids.

All students who completed this assignment (21 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 message designed for diverse audiences, purposes and contexts; formulation of research findings into formal written a outline that organizes the message in an effective and logical manner.

All students who completed this assignment (21 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, Speech Evaluation: Detailed evaluation of own and others' speeches, based on comprehensive evaluative framework, including preparation, research, approach, delivery (verbal and non-verbal).

All students who completed this assignment (21 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.

All students actively participated in required online forums.

*** Outcome #1**

Deliver and adapt speeches and/or presentations to live audiences.

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

99%

*** Outcome #2**

Develop messages for diverse audiences, purposes, and contexts.

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

99%

*** Outcome #3**

Evaluate public speeches, including their own, by identifying aspects of preparation, credibility, logic, and delivery.

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

99%

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

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 and overcoming any fears.

*** 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.**

The response to the survey was minimal (2), but those limited results do reflect an increase in knowledge and understanding from before the course to after the course, I believe the majority of students 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.)?**

Given this is an online course and presenting before a classroom audience isn't available, consideration can be given to uploading (with permission) recorded student speeches to Moodle, enabling fellow students to view/evaluate them. This would need to be an assigned task or most students wouldn't take the time.

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.**

Self evaluation and grading. While peer evaluation is critical in a f2f environment, evaluation of their own and other outside speeches is a key part of this course, as evaluation forces students to study their own performance, compare their performance to others, adjust and rehearse to improve, and ultimately deliver a speech that not only meets the criteria required but also gives them both ownership and pride, two fundamental pillars of confidence. Having to assign an actual grade to their own work is humbling to most students, but a good gauge of honesty, integrity and assessment.

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) and in 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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #1: Communication.

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.

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.