

Instruction: Student Learning Outcomes and Assessment (May 2013)

Course number and name: COMM 1010 Fundamentals of Public Speaking.

“Public speaking principles with emphasis on preparation and presentation of informative and persuasive speeches”

Number of sampled sessions: One (1) with 18 students (100% participation) which is 1/41 of sessions offered on-ground spring 2013. The course is 8 weeks.

Measured outcomes: locate 3-5 resources for a persuasive speech topic; create a bibliography in APA format; identify 4-6 major keywords from the speech title and thesis statement; only use documents from one data base, CQ Researcher plus Archive; students focused on their subject search instead of data base selection; use “issue tracker” for related reports and “browse reports” by topic, date and pro/con statements.

-find 4-6 major keywords from speech title and thesis statement to use in search: 100%

-use of only one data base: 100%

-locate 3-5 resources: 100%

-create a bibliography in APA format using cite software link: 100%

Learning outcome for research instructor (librarian): I learned that the students’ knowledge on “how to do research “did not vary that much in this class of 18. All students were 2nd semester freshmen.

All students selected respectable keywords, located data base by name, located expected amount of references and understood that style formats vary in design (APA, MLA). All students had previously used the MLA format style. Once they understood how to use their selected keywords from the speech title and thesis statement to create a search strategy, they were able to locate appropriate resources to support their persuasive speech topic.

All students created a bibliography in APA format, 8/18 did so successfully missing only one (1) feature (double spacing between all lines) while 1 of the 8/18 missed only title in caps; 2/18 missed two (2) format features (double spacing and title caps.); while 1/18 missed two (2) different format features (title and caps); 5/18 missed two (2) format features (space and alpha order); 1/18 missed three (3) format features (topic, space, References in reverse alphabetical order);

Future instruction improvement based upon study: This assessment was held purposely at the end of the course time and specifically for the persuasive speech research and only one database was used for resources. The course instructor and I agreed we wanted the students to focus on finding all resources within one database using all its research features. Although the assessment results were above average, I still recommend two research sessions instead of one. The first session would be used to introduce students more thoroughly to subject specific data bases and the second session would be used to review and discuss how to create effective search strategies and APA formatting of resources.