Assessment Date: Fall 2013

Faculty Name(s): Barbara Duggal, KG Greenstein, Kathy Sparling

1. Course Name and Number:
   GE Plan A Area VII Information Competency in SPCH 101 Introduction to Public Speaking

2. All Course SLOs from the Course Outline of Record:
   SPCH101:
   SLO 1. Analyze diverse audiences and choose effective language and organizational patterns to deliver effective public presentations.
   SLO 2. Write informative and persuasive outlines using standard outlining format, utilizing credible information and citing sources.
   SLO 3. Practice and/or record three speeches in the Speech and Communication Lab and classroom in order to improve presentational skills.
   SLO 4. Create and utilize effective visuals aids for public presentations using PowerPoint.
   SLO 5. Practice verbal and nonverbal delivery techniques appropriate for use in business and educational settings.
   SLO 6. Conduct and evaluate library and Internet research for effective speech preparation.
   SLO 7. Deliver a minimum of three formal presentations (introductory, informative, and persuasive) to a live in-person audience for at least 50% of the course grade.
   SLO 8. Analyze and critique speeches in the classroom, community and Speech Communication lab.

3. Specific Course SLO(s) assessed as part of this project:
   Speech 101:
   SLO 2. Write informative and persuasive outlines using standard outlining format, utilizing credible information and citing source.
   SLO 6. Conduct and evaluate library and Internet research for effective speech preparation.
   GE Area VII Information Competency:
   SLO 1. Develop effective research strategies.
   SLO 2. Locate, retrieve, evaluate, and use information ethically and legally.

4. Will this SLO assessment count toward GE Plan A?  x Yes  ____ No

   If Yes, identify what area:  ___Area I Natural Sciences  ___Area II Social and Behavioral Sciences
   ___Area III Fine Arts/Humanities  ___Area IV Language and Rationality
   ___Area V Physical Education/Wellness  ___Area VI Intercultural/International Studies
   Area VII Information Competency x

   Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):
### GE Area VII Information Competency:

SLO 1. Develop effective research strategies
SLO 2. Locate, retrieve, evaluate, and use information ethically and legally.

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#### 5. Assessment strategy or tool used in the assessment.

(Describe below, and **if applicable copy/paste any additional related documents at end of this form** (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

The reference lists and outlines for informative or persuasive speeches were evaluated and scored using a rubric. (rubric at end of document)

**NOTE:** This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

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#### 6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed

(If applicable enter the specific test questions measured which Course SLOs? Note: May describe with #4 above.)

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#### 7. Results and analysis of the data.

(Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)

**Analysis of Data**

**SLO #1 Speech topics.** 97% met or exceeded the requirement. (The result from the 2012 assessment was 96%.) After the initial assessment conducted in spring 2012, concern was expressed that the research topics, while perhaps appropriate to the speech assignment, were not sufficiently academic and therefore did not require students to do rigorous research. The rubric was changed from: “Topic for informative speech is focused and clear” to “Topic for speech is focused and clear and lends itself to academic research.” Communicating this requirement to speech faculty and changing the rubric appear to have created the desired result of students selecting speech topics that require academic levels of inquiry and research.

**SLO#2 Reference lists.**

**#2A Reference list includes at least 3-4 Ohlone College Library sources.**

As part of the 2012 assessment, after finding that only 51% met or exceeded expectations with source selection, we changed the rubric from “Reference list includes at least 3-4 library or other scholarly sources of information ...” to “Reference list includes at least 3-4 Ohlone College Library or other scholarly sources of information ...” The thinking behind the change in this requirement was that an important part of information competency is that students learn how to locate and use library specific information resources. For this assessment, even though the criteria were more rigorous, 59% of the reference lists exceeded or met expectations, an improvement of 8% over 2012 results. Despite this improvement, concern remains that 41% did not meet expectations. Librarians noted several examples of excellence in this area that can be shared as models amongst speech faculty to ensure a shared understanding of expectations across the department.
#2B Information sources have been examined using criteria such as credibility and timeliness.

68% exceeded or met the expectation, an improvement of 11% over the 2012 measure of 57%. Again there was a wide range in the quality of sources selected, and concerns remain that 32% of students were not meeting this critical evaluation criterion.

#2C Oral and source citations.

While 61% exceeded or met the expectation, this figure represents a 3% decrease from the last assessment. Many students seemed to struggle with the basic idea of how to cite a source of information using either APA or MLA. It should be noted that we did not assess “oral citations” though this was a goal from the last assessment, as this was not a criterion feasibly evaluated from the speech outline.

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

The written assessment represents the faculty dialogue among the librarians.

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

Need to discuss how to evaluate oral citations since this practice points to the ethical use of information in the discipline of speech communication. This is best evaluated by the speech faculty. Need to work with speech department to make sure Information Competency tutorial and components of the speech lab, and the “Research Practice” exercise are given emphasis and weight.

10. Results of implemented changes, if available at this time:

Overall we saw an improvement in the quality of research topics. Also, students are more consistent in their use of sources retrieved through the library. It should be noted that beginning with the fall 2013 semester, librarians developed an online tutorial in LibGuides to replace the in person library instruction sessions. The tutorial and library research exercise appear to be effective.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
example: 2013fall-sloa-engl101c.doc
<table>
<thead>
<tr>
<th>SLO #1 Develop effective research strategies.</th>
<th>EXCEEDS EXPECTATION</th>
<th>MEETS EXPECTATION</th>
<th>BELOW EXPECTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic for informative speech is focused and clear and is appropriate for an academic level of inquiry.</td>
<td>11%</td>
<td>86%</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO#2 Locate, retrieve, evaluate, &amp; use information ethically &amp; legally.</th>
<th>EXCEEDS EXPECTATION</th>
<th>MEETS EXPECTATION</th>
<th>BELOW EXPECTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A Reference list includes at least 3-4 Ohlone College Library sources (e.g. databases) and other scholarly sources of information that are appropriate to the research topic. Sources are varied.</td>
<td>14%</td>
<td>45%</td>
<td>42%</td>
</tr>
<tr>
<td>2B Information sources have been examined using criteria such as credibility and timeliness.</td>
<td>10%</td>
<td>58%</td>
<td>32%</td>
</tr>
<tr>
<td>2C Oral and source citations. APA citations are mostly complete and reference list is correctly formatted.</td>
<td>7%</td>
<td>54%</td>
<td>40%</td>
</tr>
</tbody>
</table>