

# Oral Communication Competency

---

ASSESSMENT BRIEF UPDATE

2015 TO 2018

# How is Oral Communication Characterized?

## The General Education Program Governance & Policies document

specifies characteristics of Oral Communication through COMM 100, UNIV 103, P, and D courses

**FOUNDATIONS FOR LIFELONG LEARNING**-- Students will think, speak, and write clearly. This is evidenced by:

- a) the clear presentation of ideas in formal spoken, written, and media forms.
- b) the use of effective communication for ongoing dialogue.

Upon successful completion COMM 100 – Fundamentals of Speech Competencies -- or its equivalent students will be able to:

- i. Creatively research, analyze, organize and synthesize a variety of reliable source materials into effective individual presentations and/or successfully collaborative group presentations.
- ii. Demonstrate ethical responsibility and cultural sensitivity toward their audience in regard to issues of diversity, as well as demonstrate an ability to negotiate with other differences of opinion, belief, or value.
- iii. Utilize critical thinking and evaluative skills, as both speakers and listeners, to assess the appropriateness and effectiveness of presentational strategies (especially with regard to persuasion and argumentation).
- iv. Overcome any speech anxieties and fears and, thus, enhance their self-image and project a sense of self-confidence.
- v. Adapt their delivery and messages to a variety of contexts, occasions, and audiences.
- vi. Conceive, develop, and deliver effective, articulate, and engaging presentations. This includes mastering all facets of speech writing, demonstrating skill in verbal and nonverbal delivery, and making effective use of language, evidence, and forms of expression.
- vii. Demonstrate adequate knowledge of various communication theories/concepts and processes.

**CONNECTIONS & EXPLORATION**-- Specific course criteria or objectives/competencies include:

- UNIV 103 – introduces and supports the exchange of ideas; has meaning oral communication components (item ii)
- P course – participate in speaking and listening roles (item v)
- D course -- Demonstrate understanding of the complexity of cultural elements through various lenses such as history, values, politics, communication styles, gender, economy, or beliefs and practices (item ii).

# How is Oral Communication Assessed?

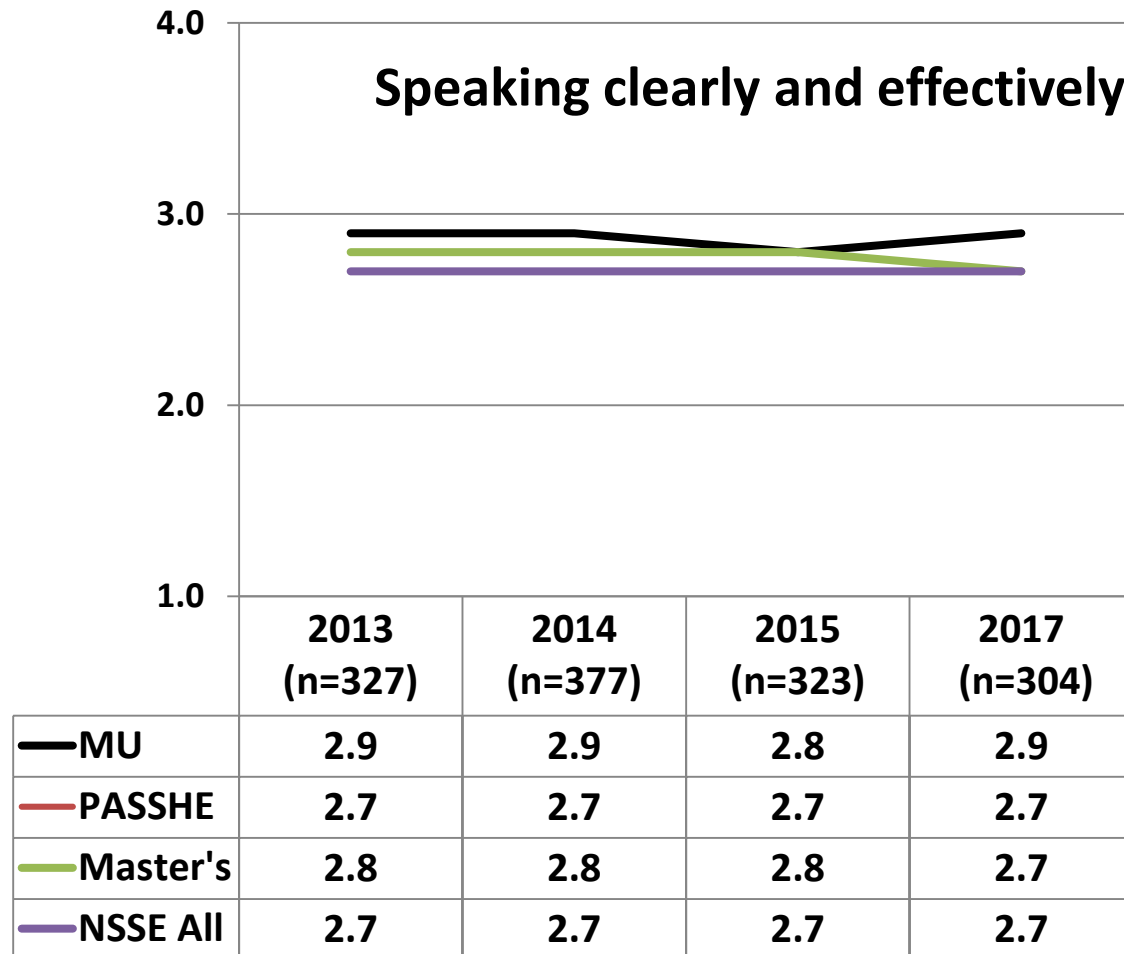
In the general education program, Oral Communication is assessed by both direct and indirect evidence.

Measures	2015-16	2016-17	2017-18	2018-19
<b>Oral Communication Rubric</b>				
<b>Lower division courses</b>				
<b>Upper division courses</b>		22 Artifacts Assessed		
<b>National Survey of Student Engagement</b>	not collected	304 First-Years 395 Seniors	not collected	Being collected
<b>Senior Exit Survey</b>	817 seniors	931 seniors	843 seniors	Being collected
<b>Alumni Job Placement Survey (~1 yr out)</b>	751 alumni	623 alumni	688 alumni	To be collected fall 2019
<b>Internship Field Supervisor Feedback</b>	340 students	336 students	338 students	Being collected

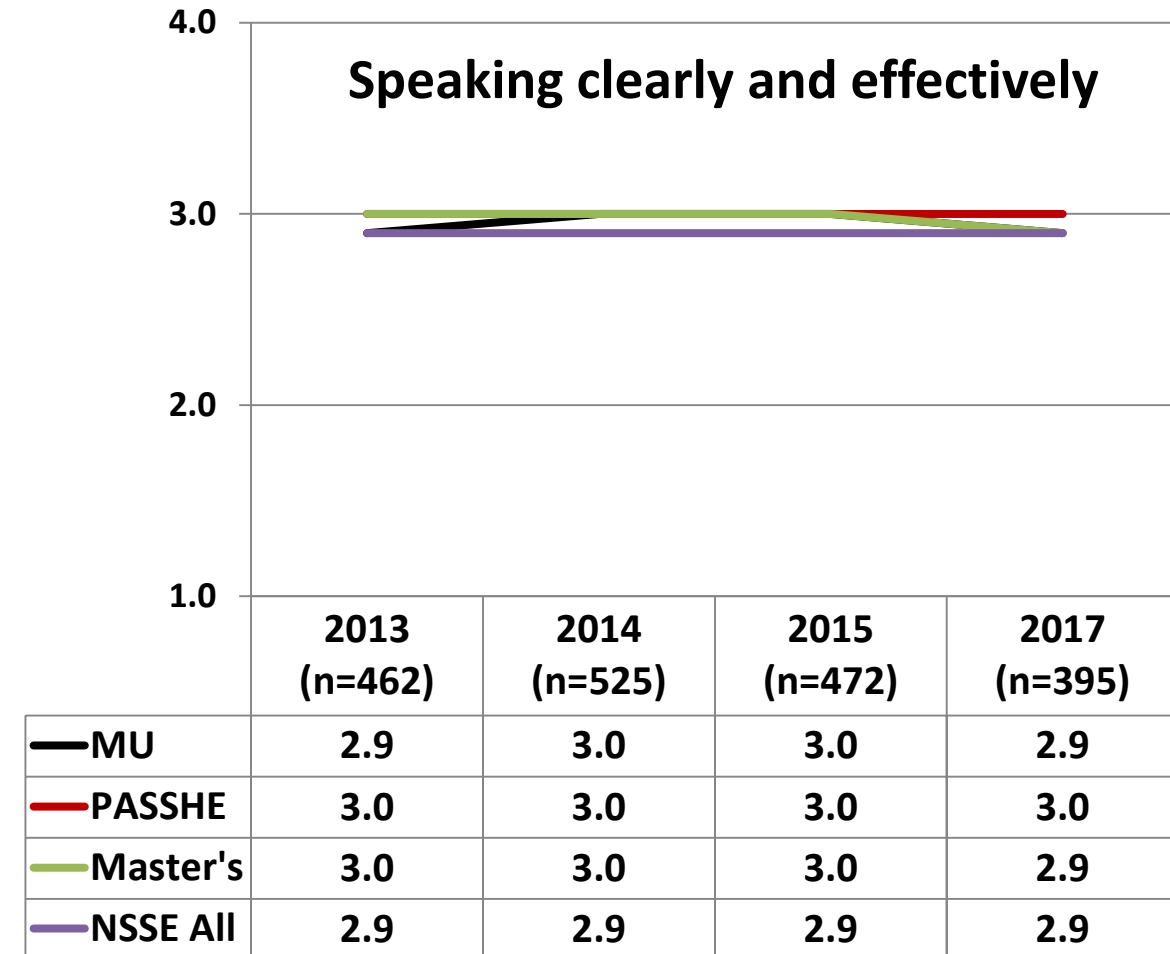
# Comparison of Freshmen and Senior *Perceptions* of Oral Communication

[Experience contributed to your knowledge, skills, and personal development where 1=Very little, 2=Some, 3=Quite a bit, 4=Very much]

## FIRST-YEAR STUDENTS



## SENIORS

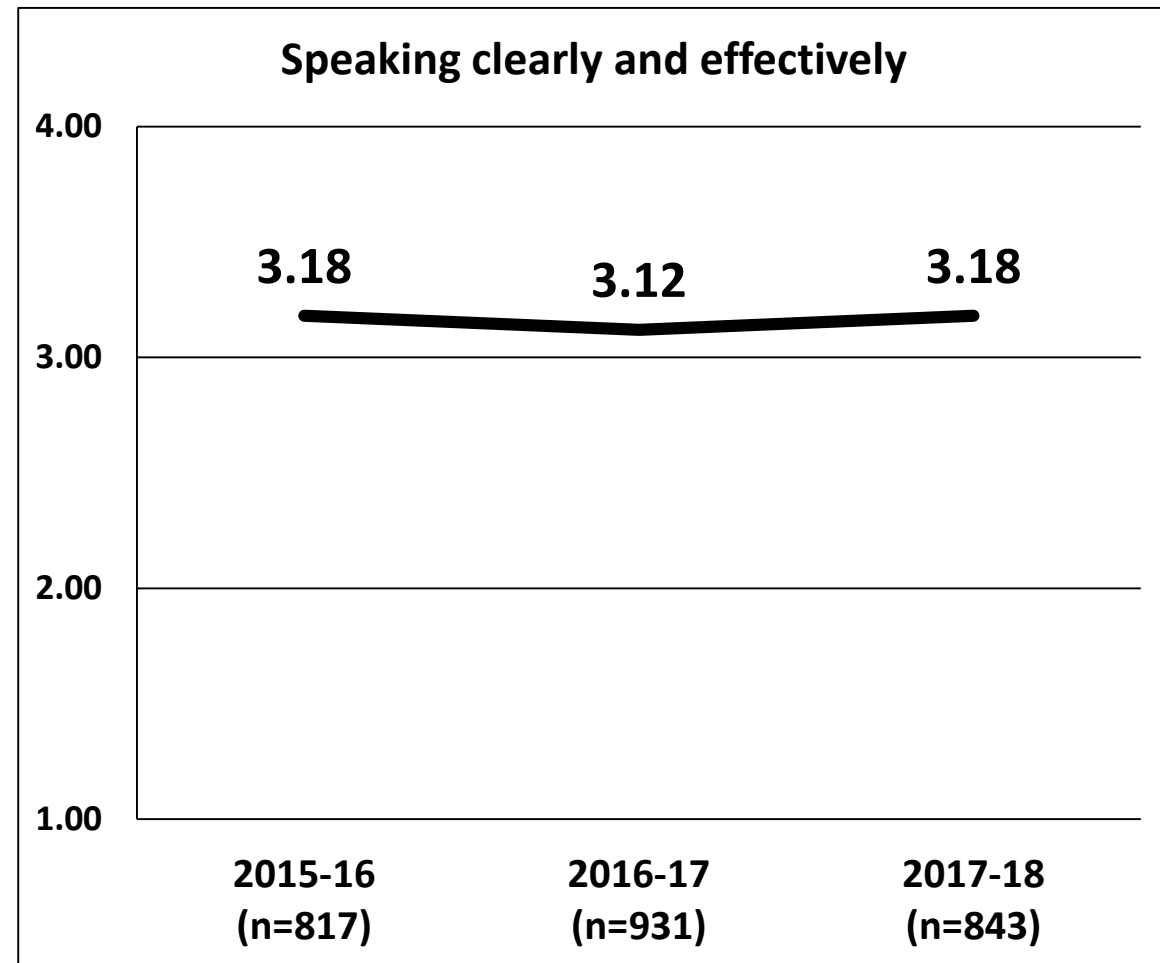


NOTE: Per National Survey of Student Engagement offered respective spring semesters. Master's includes peers at Master's-level publics and privates (per Carnegie Classification). National includes all peers at all four-year institutions participating during the time period.

# Comparison of Senior & Alumni *Perceptions* of Oral Communication

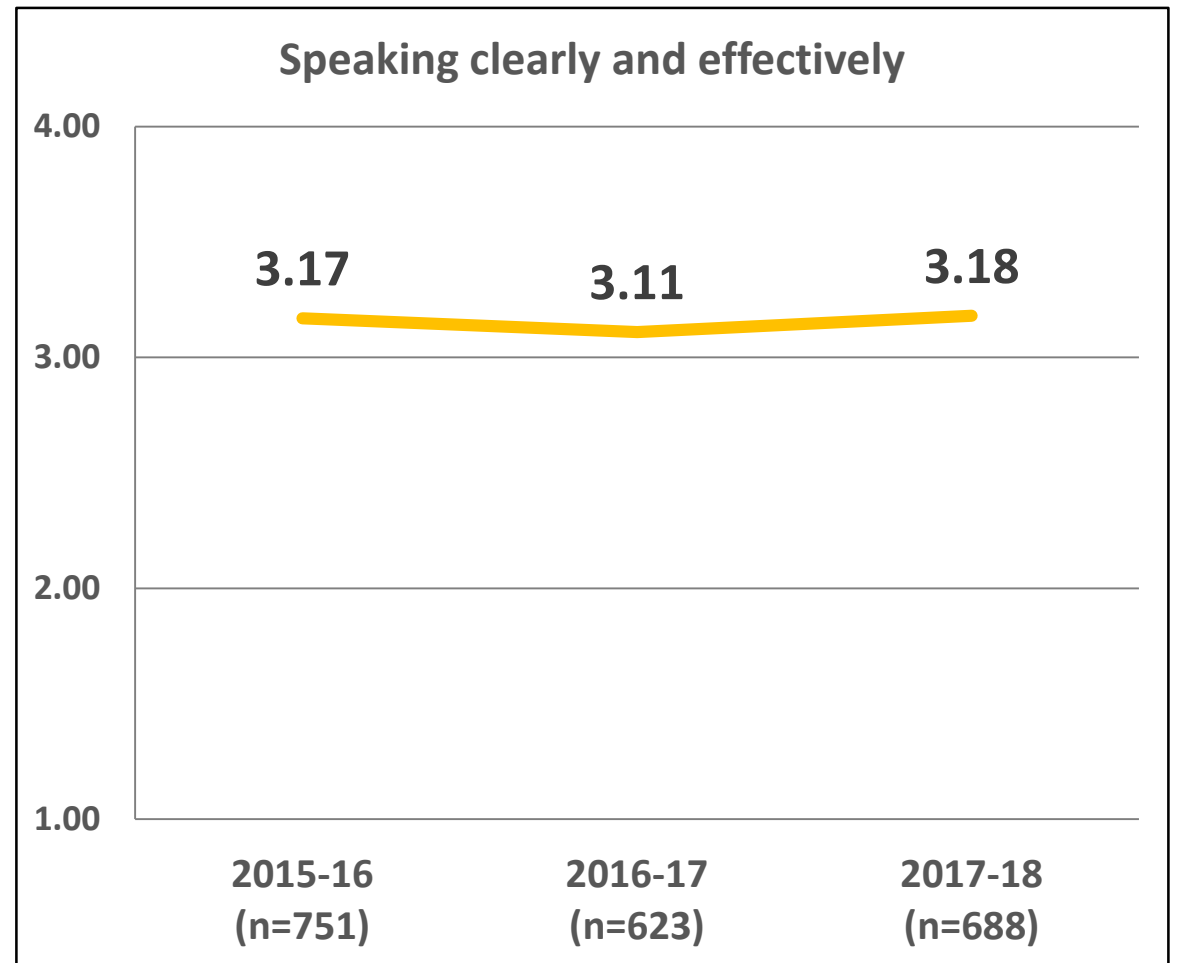
[Experience contributed to your knowledge, skills, and personal development where 1=Very little, 2=Some, 3=Quite a bit, 4=Very much]

## SENIORS AT GRADUATION



[Senior perceptions per Senior Exit Survey administered last two weeks before commencement.]

## ALUMNI 6 TO 10 MONTHS OUT

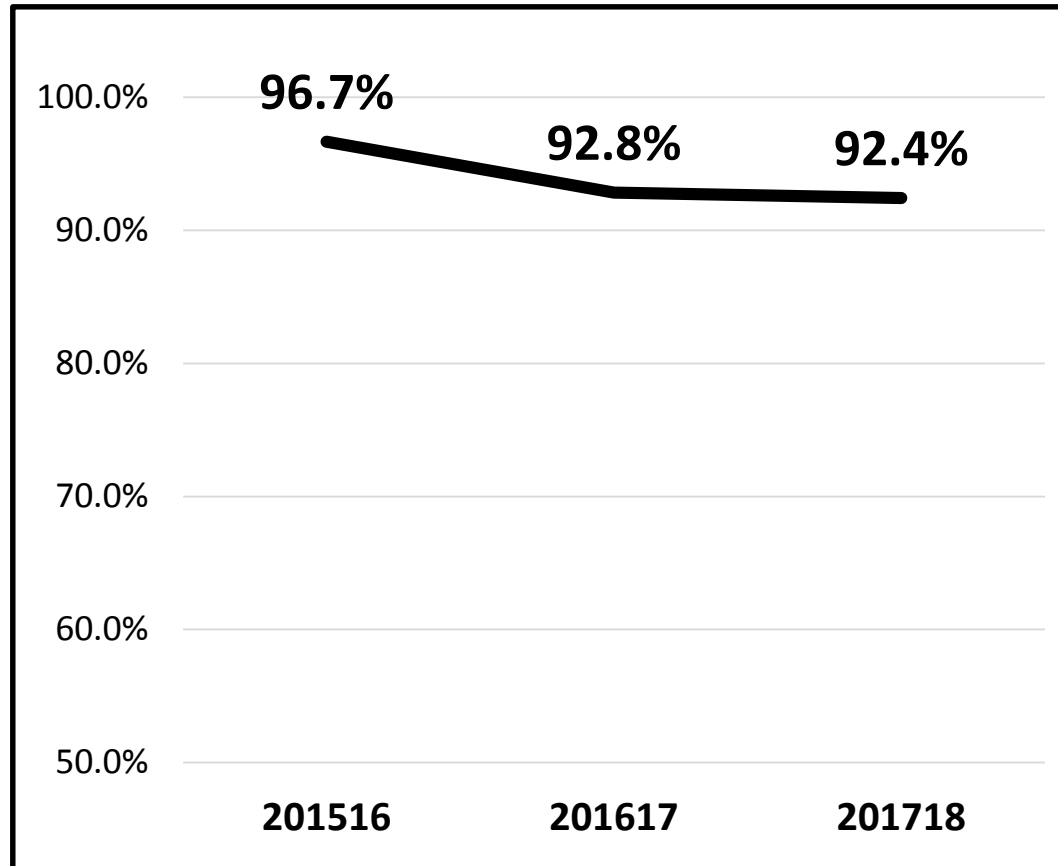


[Alumni perceptions per Alumni Job Placement Survey administered about six to ten months after commencement.]

# Internship Field Supervisor *Feedback* on Oral Communication

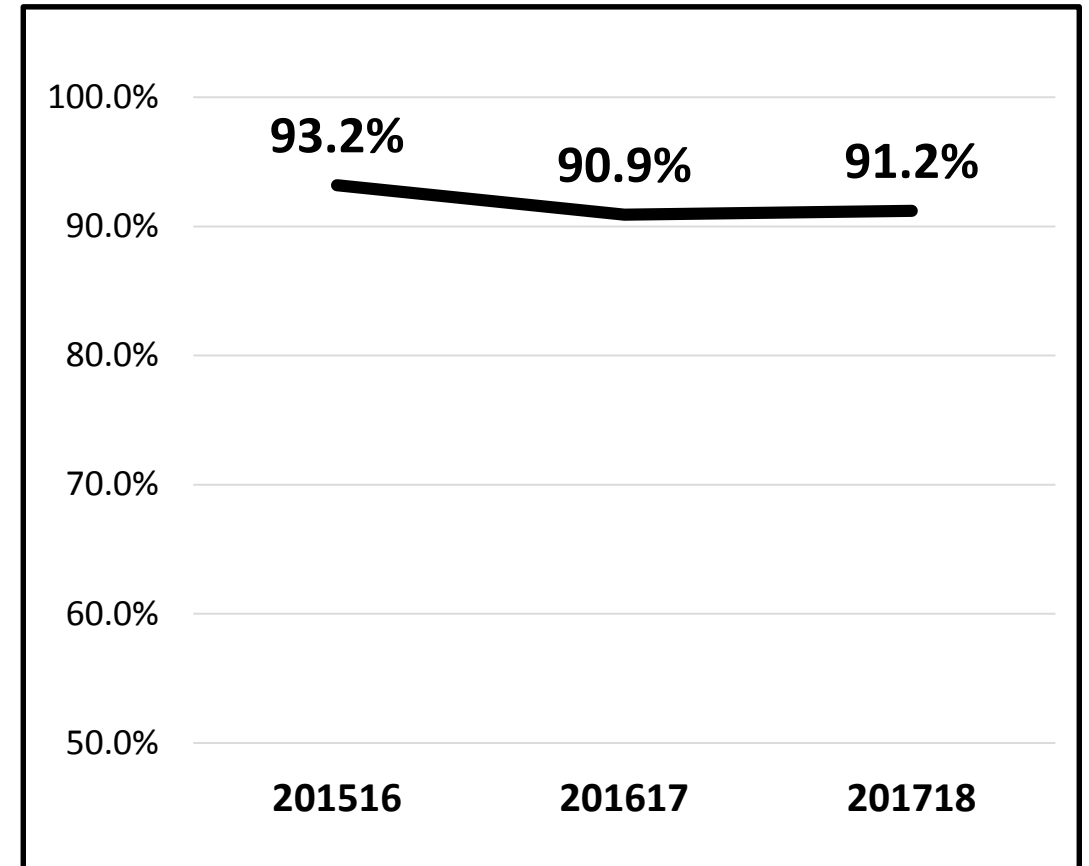
THE STUDENT IS ABLE TO SPEAK CLEARLY AND EFFECTIVELY IN A PROFESSIONAL ENVIRONMENT.

[PERCENT SCORING 5 & 4, WHERE 5=DEFINITELY, 3=SOMEWHAT, AND 1=NOT AT ALL]



EVALUATION OF STUDENT CAREER-READINESS FOR ORAL COMMUNICATION SKILLS.

[PERCENT SCORING 5 & 4, WHERE 5=EXCELLENT, 3=FAIR, AND 1=UNACCEPTABLE]

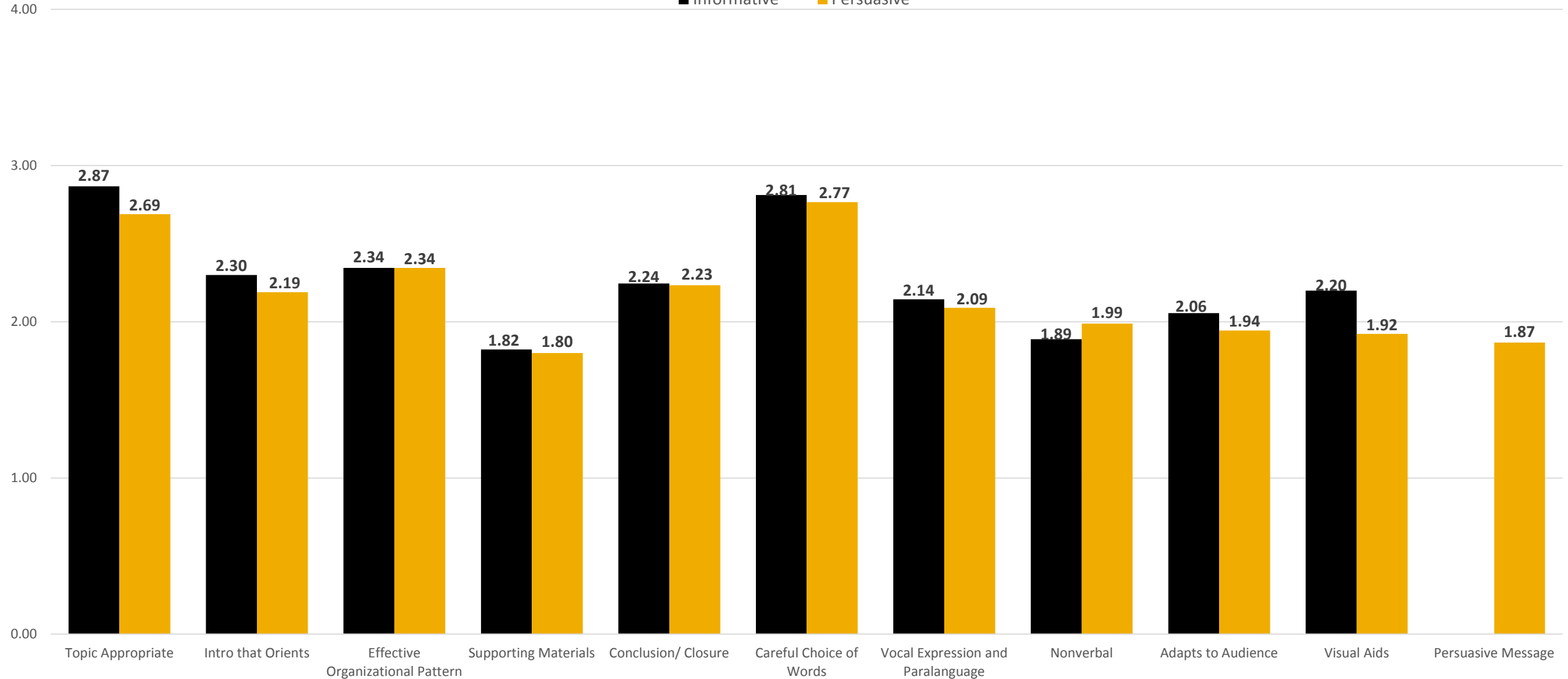


# Student *Performance* per Public Speaking Rubric

[where 4=advanced; 3=Proficient; 2=Basic; 1=Minimal, 0=Not evident/Deficient]

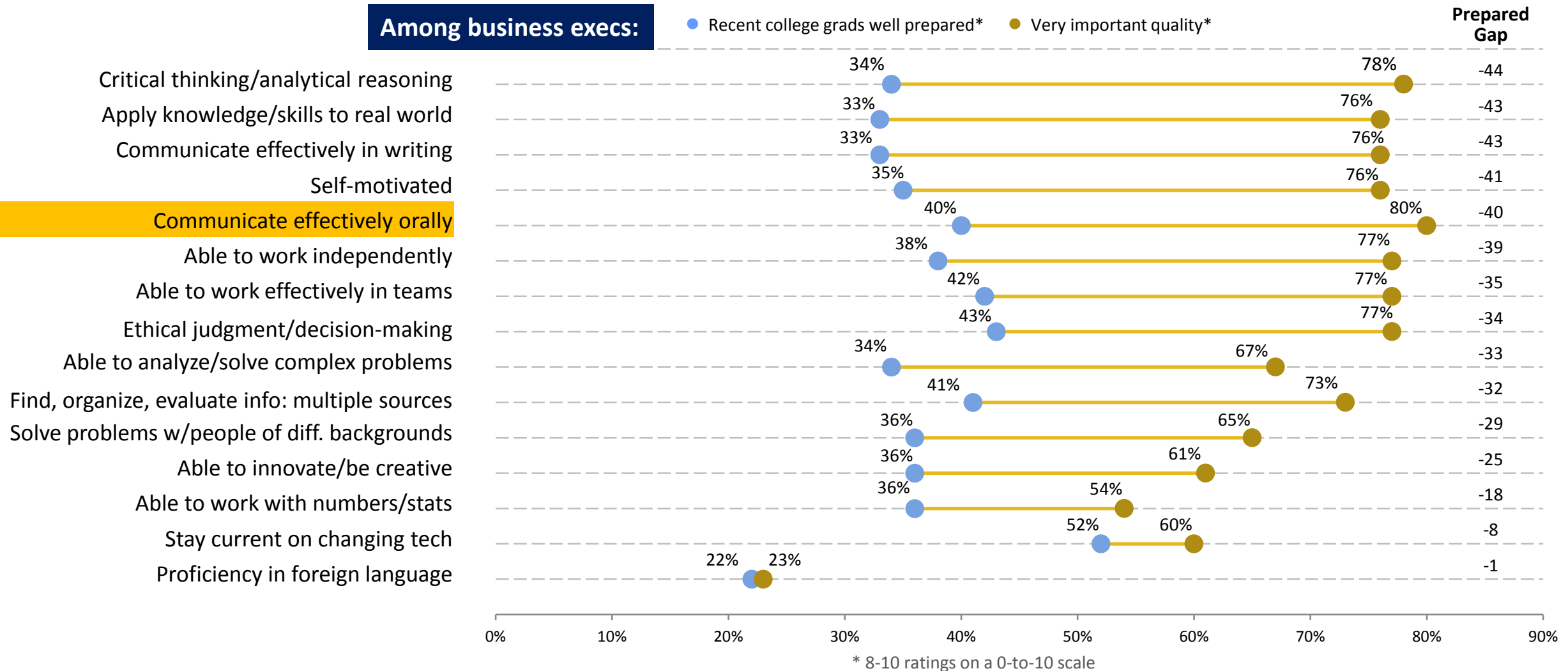
Spring 2017 (n=60)

■ Informative ■ Persuasive



# EXECUTIVES identification of gaps in recent graduates' preparedness on key learning outcomes. [National Survey]

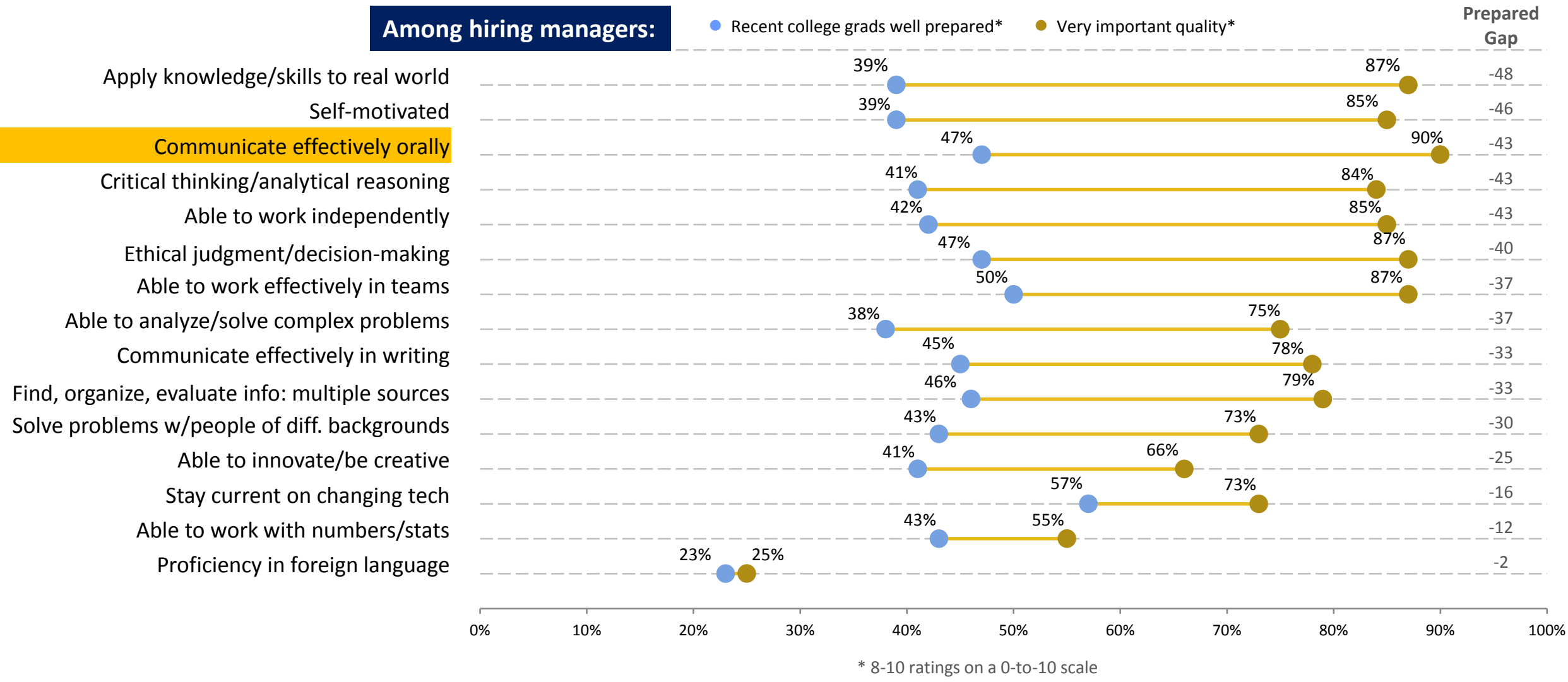
## Among business execs:





# HIRING MANAGERS identification of gaps in recent graduates' preparedness on key learning outcomes. [National Survey]

## Among hiring managers:



[AAC&U Fulfilling the American Dream: Liberal Education and the Future of Work/2018 Employers Survey\*Hart Research]

# Discussion

## What do the results mean?

**In your small group, discuss the follow:**

### **1) What does the evidence demonstrate?**

- Does the assessment evidence presented demonstrate added value? How?
- Are students gaining skills as presented in these results?

### **2) Are you satisfied with results?**

- If so, what learning experiences contribute to the achievement of the competency?
- If not, how might we make improvements to the learning experiences?

### **3) Share highlights of your discussion with the larger group.**