General Education Assessment
2017-18 Results for Oral Communication

Executive Summary
In April and May 2018, faculty rated 35 speeches to determine the extent to which students were achieving the specified outcomes for general education in 100-level oral communication courses. The outcome that received the highest ratings was related to *use of language*. The lowest rated outcome was related to *use of research*. Faculty raters recommended that learning outcomes and expectations be shared with all instructors, especially adjuncts, every year.

A description of the methodology, results and recommendations can be found in the full report below. Other information, such as the rubric, can be found on the Office of Institutional Effectiveness & Assessment's website: https://tinyurl.com/geneduc

Oral Communication Assessment Report
As part of Old Dominion University's general education requirement, students must complete the oral communication requirement. The lower division oral communication skills are taught in the Communication 100-level composition courses (COMM 101R). The criteria approved by Faculty Senate for COMM 101R courses includes:

a. Relate the principles of public speaking to a variety of extemporaneous speech situations
b. Develop skill in researching a topic for a speech or professional presentation
c. Prepare and organize the content for a speech or professional presentation
d. Improve the use of language in conveying messages
e. Develop critical analysis while listening to speeches and professional presentations
f. Deliver appropriate speeches and professional presentations using digital visual software with increased skill and confidence
g. Develop an understanding of the communication styles and strategies of others
h. Enhance the ability to express oneself with empathy and sensitivity, as well as with assertiveness

Methodology
The coordinator for the oral communication (OC) general education courses determined that the student learning outcomes (SLO) mostly aligned with the competencies defined by the National Communication Association (NCA). The NCA competencies were modified to include research. COMM 101R course outcomes a, e, & g did not align with the NCA competencies and were not assessed on the rubric. This will be corrected the next assessment cycle. The table below shows the alignment between the course and the rubric outcomes.

Table 1. Oral Communication rubric outcomes mapped to course outcomes

Oral Communication Rubric Outcomes	COMM 101R Course Outcomes & Criteria
Content	Develop skill in researching a topic for a speech or professional presentation

Organization	Prepare and organize the content for a speech or professional presentation
Language	Improve the use of language in conveying messages
Delivery Verbal	Enhance the ability to express oneself with empathy and sensitivity, as well as with assertiveness
Delivery Non-verbal	Deliver appropriate speeches and professional presentations using digital visual software with increased skill and confidence
Research	Develop skill in researching a topic for a speech or professional presentation

A calibration session was conducted with two raters who teach COMM 101R so they were accustomed to using the rubric to score speeches as they are given. First, faculty thoroughly reviewed and discussed the rubric. Raters shared their ratings and discussed any differences that arose after each "round" of rating. This discussion helped faculty come to a common understanding of what the student learning outcomes (SLO) meant and what to look for when rating the speeches using the rubric's scale: excellent, above average, average, below average, unacceptable. Once individual ratings on a shared speech did not differ by more than one point, raters were sent into the classroom to rate speeches.
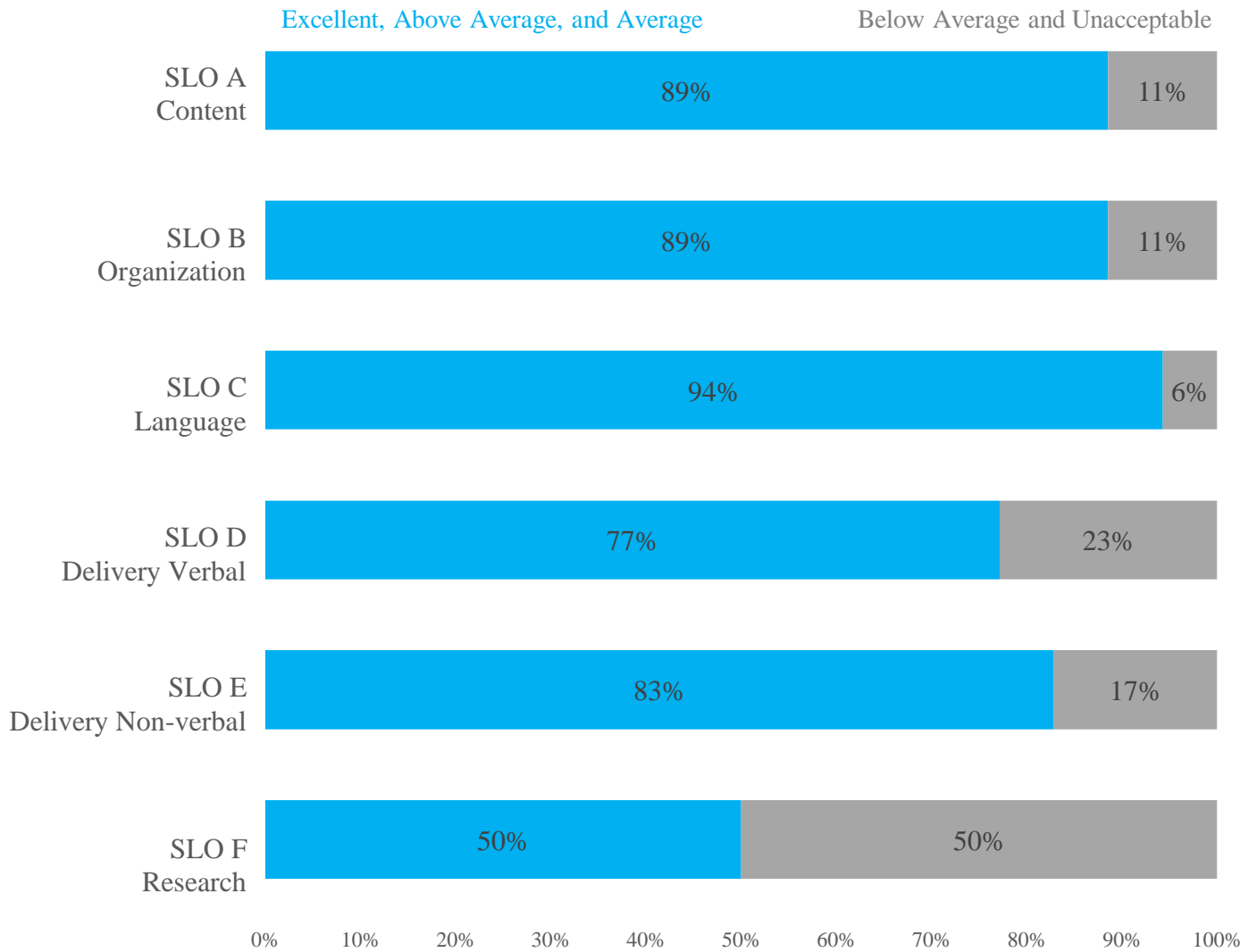
The raters attended the sessions in which students gave their final speeches in randomly selected courses. When the ratings were completed, they compared notes and adjusted their ratings as needed. As such, inter-rater reliability was not calculated because there were only two raters who worked together.

A full description of the methodology and the rubric can be found on the Office of Institutional Effectiveness & Assessment's website: https://tinyurl.com/geneduc

Results
An overview of the findings by SLO is presented in Table 2. The OC outcome that received the highest ratings was *language* (SLO C: 94% exceeds and meets). The lowest rated outcome was *research* (SLO F: 50% exceeds and meets).

Table 2. Oral Communication assessment results

| | Excellent, Above Average, and Average | Below Average and Unacceptable |

SLO A Content	89%	11%
SLO B Organization	89%	11%
SLO C Language	94%	6%
SLO D Delivery Verbal	77%	23%
SLO E Delivery Non-verbal	83%	17%
SLO F Research	50%	50%

*Research was rated on 34 of the 35 speeches

Faculty Rater Discussion and Recommendations

<u>Discussion</u>
Raters noted that students were able to use appropriate language, organize their speech, and sufficiently develop the content of their speech. These three areas had the highest levels of performance. Raters found that students struggled with verbal delivery of the speeches. Additionally, research (SLO F) scored lowest on the oral communication rubric.

<u>Recommendations</u>
Faculty raters identified the following recommendations to improve Oral Communication:
- Provide faculty development workshops to adjunct faculty teaching COMM 101R.

- Learning outcomes and expectations for the course should be made clear to all instructors teaching COMM 101R every year.
- The department should share weaknesses and concerns with all faculty teaching the course and offer faculty development.

Plan to Improve Learning
- The Communications and Theatre Arts Department is developing a plan to improve based on the results and recommendations.

Faculty Senate Recommendations
- Faculty Senate Committee A reviewed the General Education Assessment results for Oral Communication skills during 2018-2019. Committee A accepted the report and provided no recommendations.