1. **Name(s) and Number(s) of Course being assessed for Oral Communication:**

   HRMT 2940; Professional Development-34 (students enrolled)
   HRMT 3400; Hospitality Marketing-17 (students enrolled)
   HRMT 3800; Hospitality Information Technology-47 (students enrolled)
   HRMT 4500; Strategic Hospitality Management-40 (students enrolled)
   HRMT 5530; Science of Quality Service in Hospitality-20 (students enrolled)
   HRMT 5570; Global Hospitality-12 (students enrolled)

2. **Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:**

   We currently have 197 full-time students enrolled in the HRMT program, with 170 documentable measurements of Oral Communication occurring during the 2011/2012 Academic year.

3. **Assessment Method(s): Explain how assessment for this SLO - not grading for the course as a whole-was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.**

   HRMT Assessment Rubrics
   Oral Communication Skills

   Student: _____________________________ Date ________________ Rating
   1 = Unacceptable
   2 = Acceptable
   3 = Good
   4 = Excellent
   Academic Term and Year (e.g., F08): ________________
   Course Designator, Number and Section ________________

   Descriptors Ranking Comments
   1. Content
      Subject: relevant and meaningful topic to the audience; sufficiently narrowed. Content fully developed and analyzed for the topic.

   Supporting Materials: adequate/sufficient support for statements made, such as examples, descriptions and research; clear, interesting, credible support
   2. Organization
      Introduction: introduction gained attention; thesis clearly stated; speaker credibility made clear
      Organizational Structure: identifiable main points; logical structure with smooth transition from introduction to conclusion; points made clear.
      Conclusion: main points summarized; clearly signaled closing; ending strong and concisely stated
   3. Delivery
      Eye contact: strong, direct and consistent; good eye contact at everyone
      Use of A-V: Effective use of visual aids, such as Power Point presentation
      Visible Expression: appropriate posture; natural gesturing used to enhance rather than to detract; movements purposeful and confident

   Vocal Expression: effectively varied volume, rate, pitch, inflection; voice is animated and expressive; few verbal
fillers (such as “ok”, “um”, “you know”, or “like”)
Diction and Pronunciation: words easily understood; correct pronunciations

Language: grammatically correct; vocabulary appropriate to the target audience

Total Score __________________

Does student pass this assessment test? Yes_____ No _____

Comments:

Evaluator ____________________________

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:
No changes have been made

5. Findings: (what add assessment data tell you about student proficiency in this outcome?)
   For Academic year 2011/12 our students achieved an average score of 37.57, or an average score of 86% (38/44). It should be noted that several students were assessed more than once due to the large number of classes (6) that are currently measuring Oral Communication.

6. How did you (or will you) use the findings for improvement? (What questions /issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?)
   Being able to communicate effectively is an important skill, especially when it comes to the spoken word. Having just compiled the data from last year, a faculty meeting has been set for Friday October 5th, 2012 to review the information. One area of potential improvement that will be discussed in the meeting will be the incorporation of oral communication assessment in the HRMT 1010-Introduction to Hospitality Management. However, due to the size of this class and a lack of resources and time, oral presentations and grading of those presentations remains difficult at best.

7. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)

8. Committee Comments
   1.7/4-There needs to be a sense of how the assessment model accurately shows student learning and how that model can be improved. Since the faculty believe Oral Skills are important, they need to make allowances for how those skills will be taught and assessed.