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

   SOWO 3850

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

   22/21

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.

   SLO 7 is assessed in a foundation level course in social work that all majors must complete. Human Behavior in the Social Environment II (SOWO 3850) is taken in the junior year and requires students to choose an ethnic or gender paradigm to explore in-depth. A 30-minute group presentation is made to the class. The assignment is worth 50 points.

   An 11-item rubric is utilized by the instructor to grade during and after the presentation. Included is a group peer review item.

   1. Described the chosen group in detail. (define the group, describe inclusion/exclusion criteria, relevant statistics, significant historical events, key cultural concepts, locations, gender relevance, etc)
   2. Accurately described the policies/law impacting the chosen paradigm. (Identify state, national, local, and international laws and policies)
   3. Accurately described the needed knowledge for social workers working with this group.
   4. Provided recent news items related to the group.
   5. Provided a comprehensive list of resources. (Social service and other resources appropriate for the group at local, state, national international levels).
   6. Provided a detailed and thorough one-page handout. (Take-home visual aid for audience)
   7. Presentation skills. (Dressed appropriately, attentive while other group members are speaking, fidgety, reading off paper or slides, eye contact, voice projection, speaker transition).
   8. Creativity.
   9. Class peer review. (Presentation skills, creativity, information accuracy and delivery)
   10. Group paper accurately reflected the assignment.
       a. Provided a list of resources used to develop the presentation.
       b. Correct use of grammar, neatness, APA compliance.
   11. Group peer review. (average of group)

4. **If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:**

   new assessment method

5. **Findings: (what add assessment data tell you about student proficiency in this outcome?)**

   The average grade for the year is reviewed by faculty in its annual retreat. An average of 45.85 (of 50) was achieved, which translates to a low A. The results reflect strong level of competency on oral communication skills.
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?)

The social work faculty have a variety of means of addressing oral communication via both in-class presentations and an evaluative tool for students' final field experience. Students will receive feedback from an outside supervisor during their internship, which provides indication of their ability to communication on an individual level. We examine all assessment data on a yearly basis and adjust assignments to fit the areas that fall below a strong level of competency.

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

3.7/4- The rubric provided would not download.