1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   ENGL 4810 Capstone in Professional Writing

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

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.)

   The capstone course for the BA in Professional Writing and Literacy assessed oral competency as a component of course instruction but was not a component of the course grade. For ENGL 4810, students give group presentations of their research projects which comprised their final portfolios. All students and the faculty member assess each student's oral presentation using a checklist that asks for feedback on the following ten items: 1. Is the thesis/argument of the presentation clear? 2. Was the type of information audience-appropriate? 3. Was the amount of information audience-appropriate? 4. Was the closing effective? 5. Is the speaker prepared for questions? 6. Are topics discussed in a logical order? 7. Are topics discussed in an interesting order? 8. Are transitions between main points effective? 9. Does the speaker speak clearly and at a good pace? 10. Is the speaker engaging? Individuals were asked to check a box to indicate the degree to which the speaker demonstrated each of the skills. In the Fall, there were three categories: (Superior = 3, Acceptable = 2, and Needs Work = 1). In the Spring, this scale was replaced by the four-point scale. These four degrees (Advanced, Intermediate, Basic, Limited) were given a numeric score from 4 to 1 corresponding to each level of achievement (Advanced = 4, Intermediate = 3, Basic = 2, and Limited = 1). These questions are grouped into four areas: Focus (Question 1), Development (Questions 2, 3, 4, & 5), Organization (Questions 6, 7, & 8), and Style (Questions 9 & 10). Each of the groups are averaged for a score for that area. The four scores were reported on a spreadsheet.

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:
   Apart from measuring the degree to which the student achieved the goals, there are no changes to the method.
   Attachment FileName: SLO 7 2012-2013.xlsx

5. Based on the comprehensive rubric for the appropriate SLO7, indicate the extent of competency of the average student who has completed this course:
   intermediate

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)
   Students in the spring demonstrated commensurable skills to those in the fall. In the fall, there were inconsistent reporting of a score for Focus. Reporting was also done on a three-point scale with 3 being the highest rather than the four-point scale used for the Spring assessment. An average of those REPORTED scores for Focus in Fall 2012 was 3.0 which is slightly lower than the Spring 2013 report of 3.7 (Intermediate). The Fall class reported for Development a score of 2.8 for Focus but the Spring class reported 3.6 (Intermediate). The
Fall class reported for Organization a score of 2.8 but the Spring class reported 3.8 (Intermediate). The Fall class reported for Style a score of 2.7 but the Spring class reported 3.6 (Intermediate). A crucial point of difference between these two classes is that the Fall class had 4 students enrolled and the Spring class had 9 students enrolled.

7. 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?)

The number of students in these two classes may have something to do with the wide variety of the scores. This is still a relatively new major (begun 2010). Given the small numbers of students in the major, the department has decided to offer only one capstone course in Professional Writing and Literacy Studies (now Professional and Public Writing) per year in the hopes that the capstone classes will not be so small. That said, the faculty will be encouraged to work on consistency in expectations in teaching oral communication.

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

Despite the different sets of numbers reflecting two different scales of evaluation, the majority of students who completed the course in 2012-2013 did so with an Intermediate level of achievement.

9. Committee Comments