1. **Name(s) and Number(s) of Course being assessed for Oral Communication:** (e.g. ENGL 4444; Capstone in Literature)
   Anth 4310

2. **Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:**
   27/18

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 – Students will demonstrate effective oral communication skills (ANTH 4310)

**Learning Objectives (LO):**

To evaluate the instruction of effective oral communication (SLO 7) within the ANTH curriculum, students in the capstone course ANTH 4310 were given a presentation assignment with the following five learning objectives:

1. **Content:** Students will learn to accurately identify & explain main ideas & concepts.
2. **Analysis & Discussion:** Students will learn to develop insightful discussion questions and will be practiced at good handling of questions & answers from their peers.
3. **Clarity & Organization:** Students will learn to construct an oral presentation that will be easy to follow & understand as well as focused and unified.
4. **Performance and effective use of visual aids:** Students will develop good performance skills including body posture, eye contact, volume & pace.
5. **The presentation will have a good balance of image & text that is both relevant and interesting.**

**Measurement criteria:** Each student in ANTH 4310 was asked to read an assignment based on an anthropological theory and to prepare a brief oral/visual introduction to the author of the assigned reading(s).

Students were asked to give the class some background to the author, a summary of the author’s main ideas therein, highlighting key words and concepts, and aim to do so in a creative and memorable way, so as to inspire their classmates’ enthusiasm for this theorist and his/her ideas. In addition, students were instructed to pose some challenging questions on the readings for his/her peers to contemplate and discuss. Students were instructed to prepare visual aids for this class presentation (e.g., a Power Point slide-show, video clip, handout, performance, and/or any combination of these). The instructor urged students to avoid presenting a dull, text-based lecture. Each student was asked to budget 10 minutes to present their information, to allow ample time for discussion. Finally, students were judged on their ability to handle questions and answers from an audience of their peers. The grading rubric for this assignment was Pass/Fail and this component of the course was weighted lightly at just 2.5% of course grade, to encourage students to tackle the very difficult reading material without unnecessary concern for the graded outcome of their effort. Nonetheless, a detailed breakdown of the grading rubric for this assignment was devised to indicate for students their areas of strengths and weaknesses, to help improve their oral communication skills. Grades were Pass or Fail for each of the five criteria as follows:

**Evaluation criteria:**

- **A grade of Pass or Fail was awarded to each student for each of the five LO using the following criteria.**
- **LO1 Pass:** Student was able to accurately identify & explain main ideas & concepts.
- **LO1 Fail:** Student did not complete the exercise or was unable to accurately identify & explain main ideas & concepts.
- **LO2 Pass:** Student developed insightful discussion questions and practiced at good handling of questions & answers from their peers.
- **LO2 Fail:** Student did not complete the exercise or did not develop insightful discussion questions and practice good handling of questions & answers from their peers.
- **LO3 Pass:** Student...
constructed an oral presentation that was easy to follow & understand as well as focused and unified.
Fail: Student did not complete the exercise or did not construct an oral presentation that was easy to follow & understand or focused and unified.
LO4 Pass: Student demonstrated practiced performance skills including body posture, eye contact, volume & pace.
Fail: Student did not complete the exercise or did not demonstrate practiced performance skills including body posture, eye contact, volume & pace.
LO5 Pass: The student had a good balance of image & text and was both relevant and interesting. Fail: Student did not complete the exercise or the presentation did not have a good balance of image & text and was both relevant and interesting.
To assess overall effectiveness in oral communication, an ordinal scale was used for each of the five LO. Overall effectiveness for each LO was rated by the percentage of Pass grades where: Little = 0-60%
Basic = 61-74% Intermediate = 75-88% Advanced = 89-100%

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

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?)

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Average 83% 100% 89% 94% 83%

Results: A total of 18 students were graded in ANTH 4310 using the aforementioned criteria. Overall, the average pass rate for the class was 90% “Advanced” across all five learning objectives. The class as a whole demonstrated “Advanced” skills for three of the objectives: LO2 (Analysis and Discussion) = 100% passing LO4 (Performance) = 94% passing LO3 (Clarity/Organization) = 89% passing
The class as a whole demonstrated “Intermediate” skills for two of the objectives: LO1 (Content) = 83% passing LO5 (Visual and Mechanics) = 83% passing
The class did not fall into the “Little” or “Basic” range for any of the five LO.

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)

Improvement/recommendation: This was our first run using this approach and the results were possibly
skewed by the use of the pass/fail grade system. We will fully develop an ordinal grading scale to evaluate the results next time, and the presentation assignment will be worth 10% of class grade next time. We will continue with the same criteria. There was a high success rate so we conclude that students are able to master the fundamentals of 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?)

9. Committee Comments