1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   ARTS 4700 Capstone in Art History

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   11 students enrolled in 2012-13; 11 students 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.)
   Data for this report was drawn from students’ performances in the Art History Capstone course (Arts 4700) in fall 2012. This course is offered once a year, and is required for all Art History majors, is generally taken in the last two semesters of study, and includes a formal oral presentation of a research project as well as many other opportunities for discussion and oral communication. Eleven students were enrolled in the course in fall 2012, and data was drawn from all 11 students. The current SLO 7 rubric was filled out using an assessment rubric specific to the formal oral presentation as well as assessment of student performance during class discussions of research, readings, and other information and ideas related to course topics.

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

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?)
   Objective #1: Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker.46% of students had Advanced skills: Organizational pattern (including specific introduction and conclusion), is sequenced and consistently observable and makes the content of the presentation cohesive. Language choices are appropriately balanced and ethical36% demonstrated Intermediate skills: Organizational pattern (including specific introduction and conclusion), is generally clear and consistent. Language choices are generally appropriate and ethical.18% had Basic skills: Organizational pattern (including specific introduction and conclusion) is only intermittently observable. Language choices occasionally are inappropriately biased.0% had Little or no skills: Organizational pattern (including specific introduction and conclusion) is not visible. Language choices reflect inappropriate bias.(82% were Advanced or Intermediate)If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.3=Intermediate.Objective #2: Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination.27% of students had Advanced skills: Genre and style of oral communication is consistently appropriate for its intended audience. Student is able to identify different oral communication strategies as appropriate for different groups
of listeners. 46% had Intermediate skills: Genre and style of oral communication is generally appropriate for its intended audience. Student is generally able to identify different oral communication strategies as appropriate for different groups of listeners. 27% had Basic skills: Genre and style of oral communication is only intermittently appropriate for its intended audience. Student shows frequent uncertainty about the appropriateness of different oral communication strategies for different groups of listeners. 0% had Little or no skills: Genre and style of oral communication is not appropriate for its intended audience. Student shows wide-scale uncertainty about the appropriateness of different oral communication strategies for different groups of listeners. (73% Advanced or Intermediate). If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.0=Intermediate. Objective #3: Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups. 36% of students had Advanced skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.

36% had Intermediate skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation generally compelling, and speaker appears generally polished and confident. 28% had Basic skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are inconsistently used, weakening the presentation's impact. The speaker frequently seems to lack confidence and seem unpolished. 0% had Little or no skills: The student is not able to understand and respond to the oral arguments of recipients, and is unable to adapt presentation style and content as needed to ensure recipient understanding. (72% Advanced or Intermediate). If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.1=Intermediate. Objective #4: Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary. 46% had Advanced skills: In a wide range of contexts, the student is able to listen consistently to and reflect upon the oral arguments of recipients, adapting presentation style and content as needed to ensure recipient understanding. 36% had Intermediate skills: In a wide range of contexts, the student is generally able to listen consistently to and reflect upon the oral arguments of recipients, frequently adapting presentation style and content as needed to ensure recipient understanding. 18% had Basic skills: In a wide range of contexts, the student is not consistently able to understand and respond to the oral arguments of recipients, only occasionally adapting presentation style and content as needed to ensure recipient understanding. 0% had Little or no skills: The student is not able to understand and respond to the oral arguments of recipients, and is unable to adapt presentation style and content as needed to ensure recipient understanding. (82% Advanced or Intermediate). If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.3=Intermediate. Considering these statistics, the majority of the Art History students in 2012-13 possess skills at the Advanced or Intermediate level of each category of oral communication skills.

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

Art History faculty discussed the results, and while the statistics suggest that Art History majors have a high level of proficiency in oral communication, they saw room for improvement in each area. Faculty agreed that more practice in public speaking, and special attention and instruction given to improve each area of assessment, and especially the two areas where students did less well (categories 2 & 3), would help to improve outcomes. Faculty decided to offer more opportunities for students to develop their oral presentation skills. Opportunities in classes other than the Capstone, where Assessment for Art History majors’ Oral Communication skills will remain, will allow us to “scaffold” instruction among courses and offer a variety of ways to develop student
skills. Faculty have been, and will continue to, develop and implement new oral communication opportunities for our majors in and outside of classes, when possible and appropriate. Faculty focused their efforts to develop these skills mainly in 3000- and 4000-level courses. Faculty already integrate classroom discussion in all of their upper division courses, and they agreed to include, when possible and appropriate, group and/or individual presentations, whether short (less than 5 min) or long (20 min), short presentations of research projects, article summaries, museum talks, and other speaking opportunities. These presentations could be in class, in the Art Department, and/or at the Jule Collins Smith Museum or another similar public venue. Faculty have already implemented the first of these improvements. For instance, in spring 2013, students in the Dada and Surrealism course (Arts 4900) did several long and short oral presentations both in class and at a public departmental event where they enacted Dadaist art practices and methods. Also in spring 2013, students in Arts 3680 (20th-century Art II) each did an individual 7-minute mini lecture in class, reporting on a current event in the art world.

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
1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   ARTS 4980 Senior Project (BFA Capstone course)

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   10 Students enrolled in 2012-13; 5 students assessed (each student enrolled spring term)

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.)
   Data for this report was drawn from students’ performances in oral presentations to a faculty committee in ARTS 4980, Senior Project. This course is required for all BFA studio art majors, and is taken in the student’s final semester of study. It requires oral defense of the senior project work at a midterm and a final presentation. Five BFA students were enrolled in the course in spring 2012, and data was drawn from all. The current SLO 7 rubric was competed in reference to the final presentation of research in the ARTS 4980 course.

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

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

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)
   Objective #1: Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker. 80% of students had Advanced skills: Organizational pattern (including specific introduction and conclusion), is sequenced and consistently observable and makes the content of the presentation cohesive. Language choices are appropriately balanced and ethical. 20% demonstrated Intermediate skills: Organizational pattern (including specific introduction and conclusion), is generally clear and consistent. Language choices are generally appropriate and ethical. (100% were Advanced or Intermediate).
   If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.8, Advanced. Objective #2: Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination. 80% of students had Advanced skills: Genre and style of oral communication is consistently appropriate for its intended audience. Student is able to identify different oral communication strategies as appropriate for different groups of listeners. 20% had Intermediate skills: Genre and style of oral communication is generally appropriate for its intended audience. Student is generally able to identify different oral communication strategies as appropriate for different groups of listeners. (100% Advanced or Intermediate).
   If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.9, Advanced.
   Objective #3: Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small
groups. 60% of students had Advanced skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. 40% had Intermediate skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation generally compelling, and speaker appears generally polished and confident. (100% Advanced or Intermediate) If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.6=Advanced. Objective #4: Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary. 60% had Advanced skills: In a wide range of contexts, the student is able to listen consistently to and reflect upon the oral arguments of recipients, adapting presentation style and content as needed to ensure recipient understanding. 20% had Intermediate skills: In a wide range of contexts, the student is generally able to listen consistently to and reflect upon the oral arguments of recipients, frequently adapting presentation style and content as needed to ensure recipient understanding. 20% had Basic skills: In a wide range of contexts, the student is not consistently able to understand and respond to the oral arguments of recipients, only occasionally adapting presentation style and content as needed to ensure recipient understanding. (80% Advanced or Intermediate) If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.4=Intermediate. Considering these statistics, the majority of BFA Studio Art students in AY 2012-13 possess skills at the Advanced or Intermediate level of each category of oral communication skills. If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average of all four objectives is 3.7, Advanced. Thus, this year, our average graduating BFA student demonstrated Advanced skills in all areas of Oral Communication assessment.

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 Studio art faculty discussed these and other assessment outcomes in our annual assessment meeting, in our departmental curriculum committee, and in a meeting of the studio area faculty. This BFA cohort was comprised of strong students, and is a small sample, but indicates good instruction and preparation for professional oral presentations. The BFA curriculum has significantly more upper-level coursework within the major than our BA program, and many of these courses include expectation of informal oral presentation of the student’s concepts and intentions, and defense of project outcomes. These students are also required to present an additional, more formal oral presentation in the required Professional Practices course, so upon entering the Senior Project course, they will have had varied experience with oral communication preparation and delivery. We are continuing to develop additional opportunities for practice, including a new freshman-level Introduction to Art course for which we will this year be seeking UCC approval. This course is meant to introduce research and oral communication skills and standards from the beginning of our program. We have developed and distributed rubrics for teaching and assessing oral communication to all faculty, and continue to refine these.

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

   ARTS 4850 Professional Practices--this course functions as the capstone for our BA Studio Art majors

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

   25 students were enrolled in 2012-13; 13 were assessed (all BA students enrolled in the course spring term)

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.)**

   Data for this report was drawn from students’ performances in the ARTS 4850 Professional Practices course. This course is required for all BA studio art majors, is generally taken in the last two semesters of study, and includes a formal oral presentation, as well as other opportunities for discussion and oral communication. Fourteen students were enrolled in the course in spring 2012, and data was drawn from 13 students (one did not complete the requirement). The current SLO 7 assessment rubric was completed in reference to the formal oral presentation.

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

   N.A.

   Attachment FileName:

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?)

   Objective #1: Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker.31% of students had Advanced skills: Organizational pattern (including specific introduction and conclusion), is sequenced and consistently observable and makes the content of the presentation cohesive. Language choices are appropriately balanced and ethical38% demonstrated Intermediate skills: Organizational pattern (including specific introduction and conclusion), is generally clear and consistent. Language choices are generally appropriate and ethical.23% had Basic skills: Organizational pattern (including specific introduction and conclusion) is only intermittently observable. Language choices occasionally are inappropriately biased.8% had Little or no skills: Organizational pattern (including specific introduction and conclusion) is not visible. Language choices reflect inappropriate bias,(69% were Advanced or Intermediate)If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 2.9=Intermediate.Objective #2: Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination.23% of students had Advanced skills: Genre and style of oral communication is consistently appropriate for its intended audience. Student is able to identify different oral communication strategies as appropriate for different groups of listeners.46% had Intermediate skills: Genre and style of oral communication is generally appropriate for its
intended audience. Student is generally able to identify different oral communication strategies as appropriate for different groups of listeners. 23% had Basic skills: Genre and style of oral communication is only intermittently appropriate for its intended audience. Student shows frequent uncertainty about the appropriateness of different oral communication strategies for different groups of listeners. 8% had Little or no skills: Genre and style of oral communication is not appropriate for its intended audience. Student shows wide-scale uncertainty about the appropriateness of different oral communication strategies for different groups of listeners. (69% Advanced or Intermediate). If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.1=Intermediate. Objective #3: Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups. 31% of students had Advanced skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.

46% had Intermediate skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation generally compelling, and speaker appears generally polished and confident. 23% had Basic skills: In a wide range of contexts, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) are inconsistently used, weakening the presentation's impact. The speaker frequently seems to lack confidence and seem unpolished. 0% had Little or no skills: The student is not able to understand and respond to the oral arguments of recipients, and is unable to adapt presentation style and content as needed to ensure recipient understanding. (77% Advanced or Intermediate). If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.1=Intermediate. Objective #4: Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary. 31% had Advanced skills: In a wide range of contexts, the student is able to listen consistently to and reflect upon the oral arguments of recipients, adapting presentation style and content as needed to ensure recipient understanding. 46% had Intermediate skills: In a wide range of contexts, the student is generally able to listen consistently to and reflect upon the oral arguments of recipients, frequently adapting presentation style and content as needed to ensure recipient understanding. 23% had Basic skills: In a wide range of contexts, the student is not consistently able to understand and respond to the oral arguments of recipients, only occasionally adapting presentation style and content as needed to ensure recipient understanding. 0% had Little or no skills: The student is not able to understand and respond to the oral arguments of recipients, and is unable to adapt presentation style and content as needed to ensure recipient understanding. (82% Advanced or Intermediate). If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average in this objective is 3.3=Intermediate. Considering these statistics, the majority of BA Studio Art students in AY 2012-13 possess skills at the Advanced or Intermediate level of each category of oral communication skills. If Advanced is weighted at 4, Intermediate at 3, Basic at 2, and Little/None at 1, the average of all four objectives is 3.2=Intermediate. Thus, the average student can demonstrate Intermediate skills in all areas of Oral Communication assessment.

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

Studio art faculty discussed these and other assessment outcomes in our annual assessment meeting, in our departmental curriculum committee, and in a meeting of the studio area faculty. We recognize need for additional instruction and practice of oral communication skills for our BA studio art majors, and have developed plans to incorporate this early in the curriculum. Most all of our studio art courses require informal oral presentation of the student's concepts and intentions, and defense of project outcomes, in individual and group critiques. More formal and polished presentations describing student research have to date only occurred in the
Professional Practices (capstone) course. We have designed a new freshman-level Introduction to Art course for which we will this year be seeking UCC approval. This course is meant to introduce research and oral communication skills and standards from the beginning of the program. We have developed and distributed rubrics for teaching and assessing oral communication to all faculty, and continue to refine these. We are encouraging their use across the curriculum.

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