1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   CAHS 3200 Studio VII: Residential Design--Required INDS course

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   28 students enrolled in CAHS 3200; all were assessed for SLO7. This course is only taught once/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.)
   CAHS 3200 as taught in Fall 2012 required oral presentations by each student. Presentations were aided by digital and physical visuals. Instructor graded presentations for oral communication competency using a rubric (see attached rubric below).

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:
   This is the first time CAHS 3200 was used to assess the oral communication competency for INDS; CAHS 4400 was used in 2011-12.
   Attachment FileName:  inds oralpresentation_rubric.cahs 3200-2012-13.pdf

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?)
   93% (26 of 28) students demonstrated satisfactory or above on all components of the rubric. The grading rubric comments indicated that high scoring students generally demonstrated good opening, closing and integration of key points with visual aids. Low scoring students failed to open or close successfully and/or miss one or more key points. All students successfully utilized supporting material and conventions of the discipline.

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
   Oral communication skills are a required component of the CIDA (Council for Interior Design Accreditation) guidelines for our INDS program. Though the students were generally able to follow the conventions of public speaking in CAHS 3200 (junior level), their delivery techniques were fairly rigid. They followed what they had been taught, but had not developed their own style of public speaking. The instructor would like to see the students be able to deliver their presentations in a more relaxed, naturalistic style where appropriate.

8. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)
   CAHS 4920 INDS Internship--Required professional internship; CAHS 4920 was used as a basis for indirect
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College: College of Human Sciences
Department: Interior Design
Representative: Dr. Carol Warfield

assessment of oral communication skills in 2011-12 and again in 2012-13. CAHS 4920 INDS Internship requires end-of-term evaluation of intern performance by the site supervisor. This comprehensive intern evaluation includes a question about student's oral communication competency, ranked on a 4 point scale from Most Successful (4) to Least Successful (1). 20 students were enrolled in CAHS 4920 in Summer 2013 and all were assessed for SLO7. 70% of the interns received a score of 3 or 4 on the evaluation, i.e., Successful-Most Successful (i.e., equivalent to Intermediate-Advanced Competency).

9. Committee Comments