SLO7 Oral Communications Report
2013_14

College: College of Liberal Arts
Department: Anthropology
Representative: Allen Furr

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

   Anthropological Theory: ANTH 4310

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

   17/17

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.

   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: In Fall 2013, 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(s) 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 two 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). Each student was asked to budget 10-12 minutes to present the 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 on a 25 point-scale and this component of the course was weighted at 10% of the course grade. 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 for each of the five criteria as follows: Evaluation criteria: A grade of 0-5 points was awarded to each student for each of the five LO using the following criteria.

   LO1: Student was able to accurately identify & explain main ideas & concepts. 4: Student did not accurately identify & explain main ideas & concepts. LO2: Student developed insightful discussion questions and practiced at good handling of questions & answers from their peers. 4: Student did not develop insightful discussion questions and practice good handling of questions & answers from their peers. LO3: Student constructed an oral presentation that was easy to follow & understand as well as focused and unified. 4: Student did not construct an oral presentation that was easy to follow & understand or focused and unified. LO4: Student demonstrated practiced performance skills including body posture, eye contact, volume & pace. 4: Student did not demonstrate practiced performance skills including body posture, eye contact, volume & pace. LO5: The student had a good balance of image & text and was both relevant and interesting. 4: Student did not have a good balance of image & text that was both relevant and interesting.
4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:
   Learning objectives were slightly revised for clarity and improved specificity.

   Attachment FileName: 2013-14 ANTH Report SLO7.docx

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?)
   Results: A total of 17 students was graded in ANTH 4310 during Fall 2013 using the aforementioned criteria. Overall, the average grade for the class was 95.5% “Advanced” across all five learning objectives. The class as a whole demonstrated “Advanced” skills for all five of the objectives: LO1 (Content) = 95% LO2 (Analysis and Discussion) = 98%LO3 (Clarity/Organization) = 96% passingLO4 (Performance) = 92% passingLO5 (Visual and Mechanics) = 98% passing. The class did not fall into the “Intermediate,” “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: 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