SLO7 Oral Communications Report  
2013_14

1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   ARCH 2020; Studio II

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   60 (44)

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.)
   Assessment was conducted by two faculty members who participated in the student project reviews (student presentations of design work). The assessment covered four categories; argument, supporting media, organization, and delivery. (rubric is attached)

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:
   no significant changes

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?)
   The students made effective use of supporting material when presenting. On a whole the students’ ability to articulate a clear position and end their presentation with a compelling conclusion is average. A summary is attached.

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
   Based upon last year’s outcomes, our response has been to:1.Make students more aware of the evaluation criteria for oral communication earlier in the semester.2.Work on the form and content of oral presentations with students in a more focused manner.3.Try to make them increasingly aware of the types of physical distractions they create unintentionally.Two areas where students exhibited strength in oral presentation were in the Introduction and in the development of Supporting Materials and Visual Aides. These aides are a central component of the course and of the skills they will need as professional architects and we intend to reinforce these techniques.

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