SLO7 Oral Communications Report
2013_14

College: College of Liberal Arts
Department: Art
Representative: Gary Wagoner

1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   ARTS 4850 Professional Studio Practices

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   Approximately 30 students, both BA and BFA studio art majors, per year. 7 BA majors were evaluated.

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. Thirteen students were enrolled in the course in spring 2012, and data was drawn from 7 students (BFA majors are separately assessed in their Senior Project course.) 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. 28% 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 72% 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)Objective #2: Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination. 0% 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. 57% 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. 43% 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. (57% Advanced or Intermediate).Objective #3: Communicate
candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups. 14% 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. 72% 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. 14% 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. 14% 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. 71.5% 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. 0% 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. (100% Advanced or Intermediate) Considering these statistics, the majority of BA Studio Art students in AY 2013-14 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)

How did you use the findings for improvement? 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 are now seeking CCC and 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