1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)
   HRMT 2940 - Professional Development in Hospitality

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:
   34

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.)

   The students in the HRMT 2940 - Professional Development in Hospitality course are assessed on their Oral Communication Skills through a Mock Job Hunt Interview Process. This project entails a student selecting one of 4 Mock Positions which have been distributed in class. They will produce a cover letter and resume tailored for the position. They will then select a half hour time slot for which they will have an oral interview with one of the members of The Hotel at Auburn University Leadership Team. One of the following individuals will conduct the Mock Interview: Director of Human Resources, Director of Support Services, and Front Office Manager. The "Screening/Interview Summary" Form is used to evaluate the application, students/applicant, and student response to the 11 (eleven) Interview Questions (the students are only evaluated on 10/11 items as Visual Aids are not used in this instance). Following the interview, the Hotel Leader will take time to assess the student on the "HRMT Assessment Rubrics - Oral Communication Skills" Form and review the Mock Interview and Rubric with the student. Following all interviews being conducted, the total scores from the Oral Communication Skills Rubric are reviewed for each Mock Position and the student with the highest score for each position is hired into the position and announced in class. All students receive immediate feedback following their interview using the Oral Communication Skills Rubric Form and have an opportunity to discuss any questions they may have. This project is 25% (twenty five) percent of the total student grade for the course. Student papers were evaluated utilizing a grading rubric which can be found below. Students interviews were measured on a 1-4 scale with (1) being Unacceptable, (2) being Acceptable (3) being Good and (4) being Excellent.

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

   Attachment FileName:  HRMT Communication Oral.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?)
   A total of 34 students were assessed during the spring semester 2014. The overall grade distribution is provided in the attached report as Table 1. Findings (Table 1 see attached report) highlight that just over 40% of students were good to excellent when it came to their oral communication during this assessment. Worryingly some 23.5% of students were graded as either unacceptable or failed this assessment based upon their oral
communication skills. Table 2 (see attached report) offers greater insight on how students performed with respect to each assessment element – namely interview content, their organization and actual delivery. Student performance criteria were weighted and multiplied out on the normal A-F grading scale. Table 2 makes it very clear students are struggling in a contextual sense in organizing their thoughts and applying themselves to the interview process. Just over 50% of students are underperforming in this regards (grades D/F). Similarly some 39% of students seems to underperforming in structuring their thoughts as they move through the interview process. That said more than 64% of students are performing at either an excellent or good level when it comes to actual vocal delivery. The major fail point upon further review pertains to visible expression as opposed to vocal expression.

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)**

The entire HRMT faculty, along with the department head hold an annual faculty assessment retreat in order to examine the performance of our students across all student learning outcomes with a view to devising strategies and plans on how the faculty can assist the students in the areas that they are weakest. The faculty retreat is an opportunity to look at multiple courses where written papers, oral presentations and projects are graded, which will allow for reinforcement and assessment of the students’ performance across several of their HRMT courses.

8. **Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)**

Word version of final report attached for review with all rubrics and tables included.

9. **Committee Comments**