1. **Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)**
   
   HDFS 3080: Development of Interpersonal Skills

2. **Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:**
   
   160 per year, 139 assessed

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.)**

   Students enrolled in the HDFS 3080 – Development of Interpersonal Skills for Fall semester 2012 and Spring semester 2013 were required to demonstrate basic oral communication skills by video recording a communication exchange with another student in the course. Students were randomly assigned a partner and provided with scenarios from which they could choose. Prior to the assessment, students received lectures on skills necessary for effective interpersonal oral communication and practiced the skills targeted for assessment through in-class role-plays and written assignments for which they received feedback. Any perceived deficiencies were addressed prior to students completing the assignment. Requirements for the oral communication assessment and the grading rubric were also reviewed with students prior to completion of the role-play assignment. In completing the assignment, student pairs recorded their role-plays using webcams. Videos were then uploaded to Canvas and oral communication skills were assessed by both instructors and course peers in three areas: listening, speaking, and non-verbal behavior. A grading rubric was created in a previous semester and used for the assessment. The rubric addressed key skills: whole messages, paraphrasing, open-ended questions, and non-verbal attending behavior.

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

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?)**

   The analysis of the assessment data provided both areas of student proficiency and areas where students’ oral communication skills could be further developed. Student proficiency in oral communication skills demonstrated an increase between the Fall 2013 to Spring 2014 semesters (t(128) = 3.124, p = 0.002; d = ). The 2013-14 academic year also demonstrated an increase in proficiency from the 2012-13 academic year (t(128) = 1.791, p = 0.074). Proficiency levels on a 4-point scale are as follows: Students categorized as “advanced” received an “A” grade, “intermediate” received a “B” grade, “basic” received a “C” grade, and “little/none” received a “D” or “F” grade on the interpersonal oral communication skills assignment. Student proficiency regarding the three skill areas over the past year were as follows: Listening-Paraphrasing measured as demonstrated or not
demonstrated in communication. Fall 2013: Students were proficient in paraphrasing the content of their role-play partner messages (99.46% of students) and feeling (83.7%). 83.15% of students paraphrased both content and feeling. Spring 2014: Students were proficient in paraphrasing the content of their role-play partner messages (96.96% of students) and feeling (90%). 86.96% of students paraphrased both content and feeling.

Prompts measured on a 5-point Likert-type scale. Fall 2013: 36.25% of students always or almost always provided appropriate prompts to convey listening, 23.75% provided appropriate prompts sometimes, and 40% never or almost never provided prompts. Spring 2014: 46.32% of students always or almost always provided appropriate prompts to convey listening, 34.74% provided appropriate prompts sometimes, and 18.95% never or almost never provided prompts.

- Questions measured as demonstrated or not demonstrated in communication.
- Fall 2013: All students demonstrated proficiency in asking open-ended questions; however, 14.93% of students included closed-ended questions when seeking clarification from their partner. Spring 2014: All students demonstrated proficiency in asking open-ended questions; however, 3.91% of students included closed-ended questions when seeking clarification from their partner.

- Disconfirming Responses measured as demonstrated or not demonstrated in communication.
- Fall 2013: 80.65% of students were able to effectively demonstrate a whole message. Students were proficient in communicating each aspect of a whole message at least once (Facts: 100%; Opinions: 96.77%; Needs: 96.77%; and Feelings: 96.77%). Spring 2014: 94.12% of students were able to effectively demonstrate a whole message. Students were proficient in communicating each aspect of a whole message at least once (Facts: 100%; Opinions: 100%; Needs: 94.12%; and Feelings: 100%).

- Non-verbal-SOLER measured as a 3-point Likert-type scale. (Always = proficient, sometimes and never = deficient). Fall 2013: Students were proficient in Squarely facing their partner (80.65% of students). Students were deficient in maintaining Eye contact (62.9%), an Open body position (61.29%), Leaning toward their partner (64.52%), and a Relaxed demeanor (74.19%). Spring 2014: Students were proficient in Squarely facing their partner (100% of students) and maintaining an Open body position (86.76%). Students were deficient in Leaning toward their partner (65.765%), Relaxed demeanor (77.94%), and moderately proficient in maintaining Eye contact (69.12%).

Reliability and validity measures-The role-play assessment demonstrated concurrent validity with overall grades (after removing role-play assessment and attendance scores) in the course [Fall: r(60) = .387, p = 0.002; Spring: r(66) = .279, p = 0.021]. It appears that students’ scores on the role-play assessment is a significant indicator of overall content in the interpersonal communications course. The moderate correlations also indicate that the role-play assignments also add skills to the course that are not obtained through other required assignments. A sample of student’s role-play videos were graded independently by two instructors. The instructors were no different in the grading of students’ performances (t(33) = 1.77, p = n.s.) indicating that the rubric resulted in similar grade assignments between instructors. The role-play assessment also demonstrated excellent inter-rater reliability (ICC (3, 2) = 0.878; 95% CI [0.755, 0.939]); F = 8.659, p < 0.001) indicating agreement among performance scores on the assignment. - There was a difference (t(33) = 4.351, p < 0.001; d = 0.74) between the instructors’ ratings (m = 49.46, s = 4.17) and the student peer ratings (m = 51.67, s = 4.50) which indicate that students were more lenient in their grading. However, inter-rater reliability between instructors and students was excellent (ICC (3, 2) = 0.812; 95% CI [0.419, 0.923]; F = 7.597, p < 0.001). It appears students were similar with instructors when distinguishing among performance scores on the assignment.
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 rubric performed extremely well in evaluating the oral communication assignment since the Spring 2013 semester. Adjustments to the assignment, rubric, and training of students in each of the subsequent semesters prior to spring 2013 had progressively refined the role-play assignment and rubric into a valid and reliable instrument. There are no changes anticipated for the assignment and assessment or the up-coming year. In anticipation for the Spring 2015 semester, both Jamie Sailors and Robert Bubb will meet to discuss ways to increase opportunities for students to identify suitable and effective mediums for message dissemination.

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