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

COMM 1000 & COMM 1003

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

1300 is estimated enrollment per year - 134 student speeches were assessed for the year

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.)

Structure ideas clearly and expressively, using appropriate language free from bias and understand what it means to be an ethical and credible speaker. Advanced A speech is considered advanced when the speaker clearly and effectively includes the five necessary elements of an introduction (attention gaining opening that leaves a lasting impression, a specific purpose statement, a statement of the speaker’s credibility, a clear thesis statement or claim and a preview of the main points to come) as well as the three necessary elements of a conclusion (a review of the main points, re-stating the thesis or claim and an effective ending). Students must demonstrate through their use of language that these elements fit the occasion (informative or persuasive speaking). Intermediate A speech is considered intermediate when the speaker has some, but not all the necessary elements (see advanced for a full description) of an introduction and conclusion. An intermediate speech, like an advanced speech must also meet the criteria for the occasion (see advanced). Basic A speech is considered basic when the speaker only has one or two discernible elements of an introduction and conclusion. With a basic speech, an audience is often left guessing as to whether the speaker is clear about the occasion. Little/None A speech in this category is missing any type of introduction and/or conclusion. The speech itself does not conform to the occasion and doesn’t resemble a speech in format. Recognize appropriate opportunities for communication and identify the most suitable and effective mediums for message dissemination. Advanced A speech is considered advanced when the speaker has clear and distinguishable main points and transitions. The speaker also has an excellent grasp of language techniques and includes content and phrases that have an impact on listeners. Intermediate A speech is considered intermediate when the speaker has clear main points, but neglects to transition between the points in a clear manner. An intermediate speaker includes contents and phrases that relate well to the topic at hand and to the audience, but does not effectively employ language techniques that leave a lasting impression. Basic A speech is considered basic when the speaker does not effectively state main points and transitions. Audience members are left guessing at what the points might be. A basic speaker does not clearly cite sources and the content is confusing to the listeners because of the overall lack of structure and organization. Little/None There are no discernible main points or transitions. The audience is unclear on what the topic itself is because of the lack of organization. The speaker is often unclear on the information himself/herself. Communicate candidly (in an open and direct manner) and effectively as an individual, in pairs, or in small groups. Advanced A speech is considered advanced when a speaker has excellent extemporaneous delivery. The speaker does not employ the use of vocal fillers and does not have distracting mannerisms. The speaker exudes confidence and no nervousness (even though the speaker may still be nervous) is visible. The speaker knows the content so well, the audience walks away with the feeling the he/she is an expert on the topic. Intermediate A speech is considered intermediate when a speaker attempts to have extemporaneous delivery, but is unable to keep it up throughout the entire speech. An
intermediate speakers has some vocal fillers and distracting mannerisms, but these do not detract from the overall message of the speech or damage the speaker’s credibility. Some nervousness is visible, but it is clear the speaker has prepared well and, for the most part, knows the content. BasicA speech is considered basic when a speaker looks down at notecards as much as he/she looks at the audience. There may also be vocal fillers and distracting mannerisms that detract from the overall message and, in turn, hurt the speaker’s credibility. A basic speaker has visible nervousness and does not seem well prepared for the speech. Little/NoneA speech is read verbatim. It is monotone and boring. The speaker has no credibility with an audience because delivery is so poor. Nervousness is visible and the speech and it is obvious the speaker spent little to no time preparing for the speech. Actively listen to oral arguments and recognize when a recipient does not understand a message, adapting it as necessary. For this categories, only persuasive speeches can be assessed. The criteria here does not reflect anything that is necessary or important for an informative speech. It is however, something that should be taken into account when assessing a student’s persuasive speech. AdvancedA speech is considered advanced when a speaker clearly addresses the opposition’s point of view in a respectful, reasonable and applicable manner. The speaker is able to calmly and reasonably discuss the problems with the opposition’s argument and is able to effectively refute the argument. The speaker includes a variety of techniques and sources to get his/her point across. IntermediateA speech is considered intermediate when a speaker addresses the opposition’s viewpoint only briefly. A refutation of the opposition’s argument is provided. BasicA speech is considered basic when a speaker addresses the opposition’s viewpoint, but does not effectively or realistically refute the counterargument. Errors in reasoning may be present. Little/NoneThere was no consideration given to an opposing viewpoint. Fallacies/errors in reasoning were present.

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:
None

Attachment FileName: 20132014 Assessment.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:
intermediate

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)
This is detailed in the report

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
This also is detailed in the report

8. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)
Nothing at this point.

9. Committee Comments