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

SOWO 3850

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

18 and 18

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.)

In the Social Work Program this student learning outcome is assessed in SOWO 3850 – Human Behavior and the Social Environment II. Specific information regarding course content is listed here:

Learning Objectives: Students will....1. Demonstrate an understanding of variations in individual, group, organizational, and community behaviors as they relate to ethnicity, gender, and social class. 2. Demonstrate knowledge of the values and ethics of the social work profession in relationship to the function of families, groups, organizations, communities, and institutions. 3. Demonstrate an understanding of the relevance of various ethnic, sexual, cultural, spiritual, and socioeconomic statuses to human development. 4. Demonstrate knowledge of the structure of organizations and service delivery systems, and the process of organizational change. 5. Demonstrate competency in oral presentations.

METHOD of ASSESSMENT: Course Assessed: SOWO 3850 – Human Behavior and the Social Environment IIAssignment: Paradigm PresentationDescription: Students will choose a cultural, ethnic or gender paradigm to explore in-depth and present to the class. Each student will prepare a 30-minute presentation, a detailed one-page handout for the class, and a 2-4 page, typed, condensed summary of chosen paradigm. The assignment is an instructional presentation in which students teach peers about a social work practice paradigm. The Presentation/summary should include: 1) A description of the chosen paradigm/group. Include statistics, significant historical events, key cultural concepts, etc. 2) List a minimum of 5 ways being a member of the defined paradigm/group impacts behavior and involvement in the larger social environment. 3) Describe policies/laws that have impacted the group. 4) Describe what a Social Worker must know when working with a member of the defined group/paradigm. 5) Provide a list of resources for more information about the defined group/paradigm. Resources are defined as agencies, organizations, websites, etc. where we can gather more information and get additional help for your group. 6) List and describe any recent popular news stories or media coverage concerning the paradigm/group. 7) List references used to develop your presentation. Students are graded and critiqued on presentation skills, competency, and content by the instructor, student work groups, and the class.

SOWO 3850 is a required course for all social work majors. Beginning in Spring 2014 semester, the Social Work Program adopted a new rubric to assess our students’ oral communication skills. We have adopted an oral communication rubric developed by the Schreyer Institute for Teaching and Excellence at Penn State University (please see attached rubric). This rubric is a 6-item instrument that assesses student oral communication skills using criteria that include: organization, style, use of communication aids, depth of content, personal appearance, and verbal interaction. Students are ranked on a scale of one to three (with higher scores indicating a more proficient level of achievement) for each item. A score of 1 indicates student is “Not Yet Competent”, 2 indicates “Competent” and 3 “Sophisticated.” Our goal is for an overall average score minimum of 2.
4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:

18/18

Attachment File Name:

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?)

Assessment Data for SOWO 3850 Paradigm Presentation Academic year 2013-2014 (The data presented here are from Spring 2014 semester only, as this was the first semester utilizing the new measure). Assessment Criteria: Mean Score Organization

2.60 Style

2.00 Use of Communication Aids

2.10 Depth of Content

2.60 Personal Appearance

1.80 Verbal Interaction

2.00 Overall Mean

2.20 For Spring 2014, there were 18 students enrolled in SOWO 3850 whose scores are presented here. The overall mean score on the rubric was 2.20 indicating a “Competent” level of achievement, and meeting our goal of a minimum mean of 2.00. Students scored the highest on organization and depth of content (both with a mean of 2.60) indicating that students delivered a presentation that was generally clear and well-organized with a few minor points that may have been found to be confusing. For the most part, student explanations of concepts and theories were found to be accurate and complete. Some helpful applications were included.

Students also exceeded the minimum criteria regarding use of communication aids (M=2.10). This score indicates that communication aids used by students were appropriate and contributed to the quality of the presentation. Font size was appropriate. Appropriate information was included in presentation materials, with some material not supported by visual aids. Students met the minimum criteria on presentation style (M=2.00), indicating presentation style was generally appropriate, with some problems related to pacing that was found at times to be either too fast or slow. Students often seemed uncomfortable and the audience occasionally had trouble hearing the presenter. With regard to verbal interaction (M=2.00), students also met the minimum criteria and were found to adequately respond to audience comments, questions and needs. Students occasionally missed opportunities for interaction or didn’t respond thoroughly to questions. The lowest communication scores were found for personal appearance (M=1.80). Students’ personal appearance was often determined to be inappropriate for the occasion and audience.

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)

APPLICATION Having good communication skills is necessary for success in social work practice, and the curriculum provides many opportunities in addition to SOWO 3850 to hone those abilities in different professional settings. Social work students interact with individuals and groups and learn early-on that developing these skills is key to achievement not only in the classroom, but also in field practica/internships, and professional practice. Although the overall mean of 2.20 indicates a competent level of achievement in oral communication skills, it is clear that there is still room for improvement. The data suggests further development in the areas of personal appearance, style, and verbal interaction is warranted and will be emphasized in the upcoming academic year. Faculty teaching this course will go over the rubric with students prior to their
presentations to clarify the expectations for this assignment and to articulate the goal for students to develop proficient oral communication skills.

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