DUTCHESS COMMUNITY COLLEGE

Oral Communication
Institution-Level Student Learning Outcome
SYNOPSIS OF FALL 2015 ASSESSMENT

Students will demonstrate oral communication skills in a clear and organized manner using appropriate verbal and nonverbal communication techniques with regard to subject, purpose and audience.

Fall 2015 Oral Communication assessment involved:
45 course sections, 755 students, and 26 faculty

Methodology of Assessing Institution-level Student Learning Outcomes (ISLOs)

Program chairs, each responsible for guiding the continuing success of an academic degree program at the college, detailed required coursework within their program where students are introduced to and develop mastery of each ISLO.

Faculty from disciplines and programs across DCC reviewed ISLO requirements and discussed ways that the ISLO is introduced, reinforced, and mastered by students at various levels.

Faculty developed a shared rubric and guidelines for assessing student competency within specified required courses with rating levels: Beginning, Developing, Meeting, and Exceeding.

Participating faculty applied the rubric to student work in fall 2015. A designated faculty member served as ISLO leader to collect, organize, and analyze data from faculty using the rubric. Participating faculty reviewed the results and analysis, and collaborated on final recommendations.

Recommendations Based on Assessment of All Six Institution-level Student Learning Outcomes

- Limit class size to increase student success in achieving and excelling in the institution-level student learning outcomes.
- Provide support and time for faculty to meet across programs/disciplines so that strategies can be developed and implemented that support student success in achieving and excelling in the institution-level student learning outcomes.
- During next assessment cycle, consider (1) norming sessions and/or holistic scoring, (2) capturing information about students who do not persist to semester's end, and (3) analysis that allows comparisons between achievement early and late in college career at DCC.

Findings and Conclusions

The Oral Communication rubric identified five standards to assess for oral communication: organization, language, delivery, supporting material, and central message. The graphic below indicates the percentage of students either meeting or exceeding the standard compared to the percentage of students who either did not meet the standard or at beginning stages of development.

	ORGANIZATION	LANGUAGE	DELIVERY	SUPPORTING MATERIAL	CENTRAL MESSAGE
Beginning/Developing	21%	21%	26%	20%	19%
Meeting/Exceeding	79%	79%	74%	80%	81%
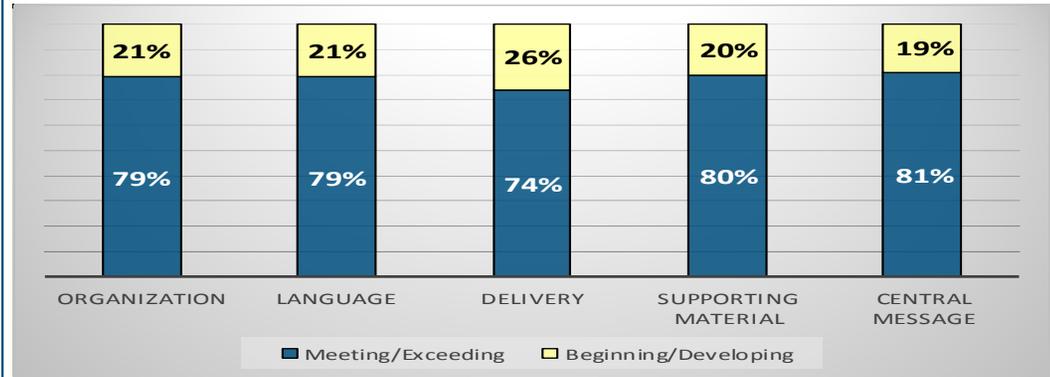
A significant deficiency was discovered with regard to the Oral Communication standard of "Delivery." Many non-Speech faculty are not trained to teach Oral Communication delivery skills, nor do most teach it as a specific facet of Oral Communication in their classes. The other Oral Communication standards are more closely aligned with discipline-specific student learning outcomes, while "delivery" often is not. Additionally, success in delivery is directly correlated with the amount of time a student spends delivering speeches.

Recommendations Specific to Oral Communication ISLO

- Share the Oral Communication ISLO Rubric widely across campus as an effective tool for articulating expectations for both teaching and learning oral communications.
- Offer Oral Communication support for both DCC faculty and students by supporting the creation of a Speaking Center (similar to Writing Center or Math Center).
- Provide time and training annually for faculty required to teach Oral Communication.
- Provide technology to help faculty teach Oral Communication.
- Provide specific training for those tasked with assessing Oral Communication.
- Support faculty in efforts to expose students to outstanding orators through guest speakers/lecturers, interdisciplinary events, field trips, digital media, etc.
- Foster a working relationship between Student Activities and faculty to bring exceptional orators to campus to teach students about effective Oral Communication through first-hand experience.