Family and Consumer Science – College of Extended Learning
BA in Child Development
Oral Communication Core Competency Assessment
2016-2017

Learning Outcome:
GELO 1.b & CC: Oral Communication: Student will be able to speak about their work with precision, clarity and organization.

Outcome Measure:
CDV495: Presentation of personal professional ePortfolio in Senior Seminar course to faculty and staff

Criteria for Success:
80% of students will score a three or higher on each criteria of a four-point rubric

Aligned with DQP Learning Areas (circle one or more):
6. Specialized Knowledge
7. Broad and Integrative Knowledge
8. Intellectual Skills/Core Competencies
9. Applied and Collaborative Learning
10. Civic and Global Learning

Longitudinal Data:
This is the first year of the program and no longitudinal data exists.

Oral Communication Value Rubric:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Organization	CDV495	Spring 2017	7	86%	14%	0%	0%
Language	CDV495	Spring 2017	7	86%	14%	0%	0%
Delivery	CDV495	Spring 2017	7	43%	57%	0%	0%
Supporting Material	CDV495	Spring 2017	7	43%	57%	0%	0%
Central Message	CDV495	Spring 2017	7	57%	43%	0%	0%

Conclusions Drawn from Data:
Senior students reached 100% across all categories of oral communication scoring a three or higher.

Changes to be Made Based on Data:
In preparing for the oral presentation, students will be encouraged to practice working on delivery. They will be asked to think of supporting examples or illustrations that would help give credibility and insight.

Rubric Used:
AAC&U Oral Communication Rubric

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.