Sociology, Social Work, and Family Sciences
Child Development – Adult Degree Completion
Oral Core Competency Assessment 2017-2018

Learning Outcome:

GELO 1.b Students will be able to speak about their work with precision, clarity, and organization (Oral Communication).

Outcome Measure:

CDV495: Preparation of a professional statements and portfolio. Students will write and present their portfolios including: Professional Philosophy, Professional goals, code of ethics and discuss areas of professional service and experiences

Criteria for Success (if applicable):

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

Aligned with DQP Learning Areas (highlight one or more):

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data: Began assessing CDV program 2017. Cohort 1 was assessed in Spring 2017.

Oral Communication Value Rubric:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Organization	CDV495_1	SP 2017	7	86%	14%	0%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	67	33	0	0

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
	CDV495_4	FA 2017	10	40	50	10	0

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
	CDV495_5	FA 2017	5	20	40	40	0
	CDV495_6	SP 2018	15	44	44	12	0
Language	CDV495_1	SP 2017	7	86%	14%	0%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	50	33	17	0
	CDV495_4	FA 2017	10	30	30	40	0
	CDV495_5	FA 2017	5	40	40	20	0
	CDV495_6	SP 2018	15	31	56	13	0
Delivery	CDV495_1	SP 2017	7	43%	57%	0%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	67	33	0	0
	CDV495_4	FA 2017	10	50	30	20	0
	CDV495_5	FA 2017	5	75	25	0	0
	CDV495_6	SP 2018	15	38	31	25	6
Supporting Material	CDV495_1	SP 2017	7	43%	57%	0%	0%
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	NA	NA	NA	NA
	CDV495_4	FA 2017	10	NA	NA	NA	NA

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
	CDV495_5	FA 2017	5	NA	NA	NA	NA
	CDV495_6	SP 2018	15	NA	NA	NA	NA
Central Message	CDV495_1	SP 2017	7	57	43	0	0
	CDV495_2	SU 2017	10	NA	NA	NA	NA
	CDV495_3	FA 2017	9	NA	NA	NA	NA
	CDV495_4	FA 2017	10	NA	NA	NA	NA
	CDV495_5	FA 2017	5	NA	NA	NA	NA
	CDV495_6	SP 2018	15	NA	NA	NA	NA

Conclusions Drawn from Data:

Overall, the criteria of 80% or higher was met with a few exceptions. Organization, students scored from 100% to 60%. Language, students scored from 100% to 60%. Delivery, students scored from 100% to 69%. It is important to note that a competition was held on traditional campus for presentation of this assignment at AACU in Washington DC; ePotfolio/Portfolium 2018. The student chosen to present was not a traditional student, but an ADC student. She presented a strong professional voice representing PLNU at conference. The ADC students are performing at the same level in this learning outcome as our traditional students.

This outcome was assessed by four faculty members including the Department Chair; scores were averaged.

Changes to be Made Based on Data:

All cohorts present together on the main campus, dressed in professional attire at the conclusion of their program. They present in front of an audience of faculty, administration, and their peers. Each student is given four minutes to present professional philosophy, code of ethics, and work samples from their ePortfolio.

Students will be given the oral communication rubric to know how their presentations were scored by faculty. Students will be encouraged to orally practice in front of friends and family before giving their formal presentation on main campus.

Rubric Used:
AAC&U Oral Communication Value 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.