

**Childhood Development – Adult Degree Completion (ADC)  
Oral Communication GELO 1.b & Core Competency Assessment  
2018-2019**

**Learning Outcome:**

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	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Organization	CDV495	SP 2017	7	86	14	0	0
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	21	43	43	14	0
	CDV495	SP 2018	16	44	44	13	0
	CDV495	SU 2018	25	52	44	4	0
	CDV495	FA 2018	34	71	29	0	0
	CDV495	SP 2019	20	65	35	0	0
Language	CDV495	SP 2017	7	86	14	0	0
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	21	38	33	29	0
	CDV495	SP 2018	16	31	56	13	0
	CDV495	SU 2018	25	48	52	0	0
	CDV495	FA 2018	34	76	24	0	0
	CDV495	SP 2019	20	60	40	0	0
Delivery	CDV495	SP 2017	7	43	57	0	0

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
	CDV495	SU 2017	10	NA	NA	NA	NA
	CDV495	FA 2017	21	60	30	10	0
	CDV495	SP 2018	16	38	31	25	6
	CDV495	SU 2018	25	44	52	4	0
	CDV495	FA 2018	34	74	24	3	0
	CDV495	SP 2019	20	30	60	10	0
Supporting Material	CDV495	SP 2017	7	43	57	0	0
	CDV495	SU 2018	25	52	48	0	0
	CDV495	FA 2018	34	88	12	0	0
	CDV495	SP 2019	20	85	10	0	0
Central Message	CDV495	SP 2017	7	57	43	0	0
	CDV495	SU 2018	25	36	64	0	0
	CDV495	FA 2018	34	62	38	0	0
	CDV495	SP 2019	20	30	65	5	0

**Conclusions Drawn from Data:**

Overall, the criteria of 80% or higher was met and exceeded with an overall 98%. 99% was achieved for organization, 100% was achieved for language, 95% was achieved for delivery, 98% was achieved for supporting material, and 98% was achieved for central message.

This outcome was assessed by five faculty members in Summer 2018, seven faculty members in Fall 2018, and five faculty members in Spring 2019. Scores were averaged. The Department Chair was included in this assessment for Summer 2018 and Fall 2018.

**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.

The oral communication rubric will be added to the presentation assignment on Canvas so that students know how their presentations will be scored by faculty. Students will be encouraged to orally practice in front of friends and family before giving their formal presentation on main campus. A workshop will be offered during the last seven weeks of the course to allow students the opportunity to practice their presentations.

**Rubric Used:** AAC&U Oral Communication Value Rubric

Rubric Used

**ORAL COMMUNICATION VALUE RUBRIC**

for more information, please contact [value@aacu.org](mailto: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.*

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Organization</b>	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.
<b>Language</b>	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.
<b>Delivery</b>	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.
<b>Supporting Material</b>	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.
<b>Central Message</b>	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.

