

Core Competencies Assessment Data Department of Music

Learning Outcome

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

Outcome Measure

Annual: Each student will be required to give a 10-minute oral presentation the topic of Role, Calling and Music Careers, based on their final project/paper, as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using the AAC&U rubric with a scale of 4 (Capstone) to 1 (Benchmark) in each of the major areas.

Criteria for Success

75% of the students should have an average score of at least a 3 in each of the areas of the AAC&U rubric.

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

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

Longitudinal Data

Oral Presentation	SP2014	SP2015	SP2016
Organization	82%	88%	81%
Language	90%	83%	87%
Delivery	91%	92%	89%
Supporting Materials	65%	66%	61%
Central Message	66%	70%	71%

Conclusions Drawn from Data

In general we feel that our students are making progress in developing their presentations skills but we are still unhappy with the data generated by the final project in this class. Our students are very confident in a public setting since, as musicians, they are constantly called upon to perform publically and are very well acquainted with that process. However, the quality of what they are presenting is not always at the same level as the presentation itself. We would like to see more substance in their presentations, a greater appreciation of the diversity of sources and data and more fluency on how to present data in an effective manner.

Changes to be Made Based on Data

One of the problems that we note is that although we have changed the standards and measurements based on this assignment, the assignment itself has not kept pace. The instructor needs to change the parameters for this assignment to make a greater emphasis on the breadth and depth of information that the students are accessing to accompany the successful, personal reflection part of the assignment.

Rubric

See below

AAC&U Value Rubric—Oral Communication

	Capstone 4	Milestones		Benchmark 1
		3	2	
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) make appropriate reference to information or analysis that significantly supports the presentation	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.