

# KU CORE / COURSE REVIEW FORM

## GOAL 2.2 / ORAL COMMUNICATION

*Upon reaching this goal, students will be able to generate, develop, organize, and convey ideas orally, using language, presentation skills, and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations.*

The University Core Curriculum Committee (UCCC) is responsible for recertifying all KU Core courses. In order to achieve this goal, the UCCC asks all departments and programs that offer KU Core courses to complete and submit Course Review Forms for each course and goal/learning outcome. In the case of a course approved for more than one goal/learning outcome, departments and programs will make separate submissions for each KU Core goal/learning outcome.

**Review of courses approved for KU Core goal 2, learning outcomes 1 and 2, will take place in academic year 2015-16. KU Core Review Forms are due September 15, 2015.**

This Course Review Form has two parts:

- **Part 1, "Recertification,"** is a self-report by your department or program. Once you confirm that the course listed below complies with the KU Core Goal and Learning Outcome for which it has been approved and you submit an assessment report that aligns assessment items to the learning outcomes, the UCCC will recertify the course.
- **Part 2, "Assessment,"** is a self-report by your department or program that aligns assessment items to criteria for the learning outcome and includes a description of changes you plan to make in the future.

*Please note:*

*Recertification of your KU Core courses requires (1) that you **confirm compliance** in Part 1 and (2) that you **complete** Part 2. The **results** of your self-report in Part 2 will **not** affect a course's eligibility for recertification.*

Department/Program: Communication Studies

Contact person and email address (i.e., the responsible person completing this form on behalf of the department or program): Andrea Quenette – aquenette@ku.edu

Course number and title: Coms 130/131

Assessment period (i.e., the semesters you have offered this course since its acceptance into the KU Core): Fall 2013 - Present

### **PART 1 - RECERTIFICATION**

Please confirm (by entering your initials in the blanks) that each time your department or program offers this course (since its acceptance into the KU Core) it meets the requirements of Goal 2.2. All items must be initialed in order to receive recertification.

- (1) X This course includes instruction to require students to:
- X Apply theory to prepare and present content in an organized manner and with a delivery appropriate to the audience.
  - X Engage in active listening and participate in discussions in a respectful manner.
  - X Analyze their own communicative behaviors in both interpersonal and public speaking.
- (2) X This course includes assignments structured so that students complete at least three different types of speeches or presentations in English with different purposes or audiences. *(For Goal 2.2, the UCCC interprets "different purposes" to include different primary goals or outcomes. Public speaking in different disciplines can have a range of different purposes, including but not limited to demonstration, education, reporting, entertainment, creative expression, informative, presentation of self, and persuasion. Examples of different types of speeches or presentations include but are not limited to debates, Socratic questioning, presentation of course content, dramatic readings, skits, stand-up comedy routines, interviews, lectures, and educational lessons.)*
- (3) X This course delivers structured feedback to students that leads to revision and substantial improvement.
- (4) X This course evaluates student performance in the tasks above, and uses this evaluation for at least 60% of the final grade.

## PART 2 - ASSESSMENT

1. What **evidence** does your department/program use to determine whether students are achieving the KU Core oral communication goals in this course?

We have developed an extensive assessment program to evaluate each of the facets of Goal 2.2. These include student scores on speech grading rubrics. Future data will also include assessment of students' self-reflection papers, as well as evaluation of student performance and engagement in classroom discussion.

2. What **quantitative format** does your department/program use to summarize the degree to which students in this course achieve the KU Core oral communication goals?

*For example, do your instructors use the UCCC's suggested rubric for oral communication? Have they created rubrics of their own for this course? If not, what evaluation metrics are they using that permit insight into the degree to which this course is achieving the Goal 2.2 learning outcome?*

We use our own developed rubrics to assess each of the pieces of evidence discussed above. A copy of these rubrics is attached to this form.

3. Please **describe** your evaluation rubric(s) or metric(s) and assessment instrument(s) (e.g., description of assignment, test questions, final exam, final project, etc.) and how they align with the learning outcome.

Student speech scores are evaluated twice during the semester – during the informative speech and during the second persuasive speech. A copy of the grading rubric is attached to this form. Students are evaluated on the quality of their speech introduction, conclusion, structure, content, use of sources, delivery and visual aids.

4. Please provide a **quantitative summary** of student achievement in this course in the assessment period. This may take the form of a distribution of scores over several dimensions of the learning outcome for one or more semesters of the course, for a single comprehensive assessment of the learning outcome for one or more semesters, or for all the sections of this course you offered. Please normalize your scoring to a scale from zero to four, where 0 = "Outcome Not Achieved" and 4 = "Exemplary Achievement", and report the percentage of students who meet basic overall competency in the learning outcome, at whatever level you define that. (If there are deficiencies in your data collection, please explain how you plan to remedy that going forward.)

Dimension	% of "Exemplary Achievement" (4)		% of "Good Achievement"(3)		% of "Satisfactory" Achievement" (2)		% of "Basic Achievement " (1)		% of "Outcome Not Achieved" (0)	
	Pre(if available)	Post	Pre (if available)	Post	Pre (if available)	Post	Pre (if available)	Post	Pre (if available)	Post
Dimension1: Apply theory to prepare and present content in an organized manner and with a delivery appropriate to the audience.	8%	14%	26%	42%	28%	27%	18%	12%	20%	5%
Dimension2: Engage in active listening and participate in discussions in a respectful manner.	---	---	---	---	---	---	---	---	---	---
Dimension3: Analyze students' own communicative behaviors in both interpersonal and public speaking.	---	---	---	---	---	---	---	---	---	---
% of students who meet basic overall competency in the learning outcome						95%				

5. Please provide a **qualitative summary** of students' strengths and weaknesses in meeting the Goal 2.2 learning outcome.

Our ultimate goal in the course is to see improvement in students' performance across the course, reflective of actual learning and internalization of the theory and concepts related to public speaking. Thus far, our data indicate that for the lowest performing students in our classes, we are achieving this goal. Students in the C/D range on the first speech make dramatic improvements in their performance on a later speech assignment. Also, while students overall do well with speech structure and content, they struggle more with appropriate citation of material to support their ideas. Overall, our students demonstrate an above average level of public speaking skill when they leave Coms 130.

6. The intent of this assessment is to promote **improvement** in meeting KU Core goals for greater numbers of students. What changes are suggested by the data and results you report above that would improve the achievement of this learning outcome? *(Please limit your response to 500 words.)*

Through our assessment process, we have learned several things. First, we are continually refining the grading rubric to be a better reflection of student's achievement of different components of the speech. This will aid in greater accuracy in student grades but also, assessment of the course. Furthermore, we are working out logistical details involved with evaluating a course taken by thousands of students each year which will better allow us to assess other sub-components of Goal 2.2, including effectiveness of student self-reflection and participation in ethical discussions.

As is evidenced in the chart above, we have not yet collected data to assess the self-reflection and discussion components of Goal 2.2. To remedy this shortcoming, we have developed a series of assessments and modifications to the course to allow us to collect this data moving forward. In Spring of 2015 we will begin specific assessment of these dimensions of Goal 2.2, allowing us to better understand how students perform on the self-reflection papers students have been completing for several semesters. In conjunction with this, we are also restructuring components of the class to better assess how discussion and conversation in the classroom reflect student learning of course concepts. In all, we feel through this assessment process we have learned how we might more closely align grading and assessment measures to reflect actual student performance. Also, we have embraced technology as a means through which to manage the significant data generated by assessment of this course.