# General Education Course Data Entry Worksheet

# *An aid for data submission by participating departments to the GEC*

**ORAL COMMUNICATION**

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| **Program Goal** | | **Course Prefix and number** | | | | | **Course Name** | | | **Academic Semester** |
| **O: Oral Communication** | |  | | | | |  | | |  |
|  | | **Is this an**  **HONORS course?** | | | | | **Course section number(s)** | | | **Total number of students in the section(s) of the course** |
|  | |  | | | | |  | | |  |
| **Types of course assessments:**  Please tell us**the assessment methods** you utilized in this course in order for students to demonstrate their competencies for each Student Learning Objective (SLO). We are not asking you for data for all of these methods, we would just like to know what kinds of assessments you assigned to students in this iteration of the course. (Please check all that apply.)  If an objective was not assessed, choose 'none'. | | | | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) | | Organization |  |  |  |  |  |  | | Supporting Material |  |  |  |  |  |  | | Delivery |  |  |  |  |  |  | | | | |
| **For the data being reported here:**  Please tell us**the assessment tool method** that was used to collect the data that you are reporting for each Student Learning Objective (SLO) for this course.  If an objective was not assessed, choose 'none'. | | | | | | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) | | Organization |  |  |  |  |  |  | | Supporting Material |  |  |  |  |  |  | | Delivery |  |  |  |  |  |  | | | | |
| **Student Learning Objectives:** | | | | | | | Please give a **detailed description of the assessment method** for each **Student Learning Objective**. Please be specific.( e.g. Data were collected from student responses to an essay question as part of the final exam. OR, e.g. Data were collected from written selections that students submitted in response to the following prompt: \_\_\_\_\_\_) | | | |
| **SLO1 Organization**  *The student clearly organizes text to convey a central message.* | | | | | | |  | | | |
| **SLO2: Supporting Material**  *The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.* | | | | | | |  | | | |
| **SLO3: Delivery**  *The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance the effectiveness.* | | | | | | |  | | | |
| **YOUR SUMMARY OF DATA COLLECTED** | | | | | | | | | | |
| **Student Learning Objective (SLOs)** | **Levels of competency:**  **How many students demonstrated each level of competency on**  **the assessment method used to collect data.**  Levels of competency are not the same thing as the grade earned on the assignment. Please utilize the rubric on the following page to determine what constitutes “**unsatisfactory**,” “**emerging**,” “**developing**,” “**proficient**,” and “**mastery**” levels of student competency. | | | | | | | | Please **describe the Use of Results for each Student Learning Objective.** Please be specific. Several sentences are appropriate to give us a detailed look at **how** you plan to use this data to improve student learning in future iterations of the course. ***Please be prepared to submit one student artifact for each level of competency (unsatisfactory, emerging, developing, proficient, mastery) for each of the three SLOs.*** | |
| **Unsatisfactory** | | **Emerging** | **Developing** | **Proficient** | **Mastery** | | **None \*\*** |  | | |
| **SLO 1:**  ***Organization*** |  | |  |  |  |  | |  |  | | |
| **SLO 2:**  ***Supporting Material*** |  | |  |  |  |  | |  |  | | |
| **SLO 3:**  ***Delivery*** |  | |  |  |  |  | |  |  | | |

\*\* students who were registered for the course but, for some reason, did not complete the assessment you are reporting data for, should be included in the “none” column. (*e.g., 4 students did not answer that question on the essay exam, so 4 will go in that column*)

**ORAL COMMUNICATION CURRICULUM**

**RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES**

# Program goal: Guide and prompt students to develop oral communication skills

# necessary to organize and deliver a clear message with appropriate supporting material

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| --- | --- | --- | --- | --- | --- |
| **Learning objectives**  *Desired outcomes* | **Levels of Competency** | | | | |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Organization**  *The student clearly organizes text to convey a central message.* | Fails to demonstrate an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, central message not conveyed. | Employs some elements of organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed. | Employs consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed. | Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, and central message conveyed. | Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) with cohesive content and compelling central message. |
| **Supporting Material**  *The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources.* | Fails to use supporting materials or establish the presenter’s credibility/ authority on the topic. | Uses insufficient supporting materials to document information or analysis, and establish the presenter’s credibility/authority on the topic. | Uses some appropriate supporting materials to document information or analysis, and begin to establish the presenter’s credibility/  authority on the topic. | Uses sufficient supporting materials to document information and analysis, and establish the presenter’s credibility/  authority on the topic. | Uses a variety of well-chosen supporting materials to document information or analysis, and convincingly establish the presenter’s credibility/  authority on the topic. |
| **Delivery** *The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance effectiveness.* | Fails to use delivery techniques that minimize distraction and promote understanding of the presentation. | Uses delivery techniques that occasionally detract from the understandability of the presentation, speaker appears uncomfortable. | Uses delivery techniques that make the presentation understandable, but speaker appears tentative. | Uses delivery techniques that make the presentation understandable and interesting, and speaker appears comfortable. | Uses delivery techniques that make the presentation compelling, and speaker appears polished and confident. |

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully.