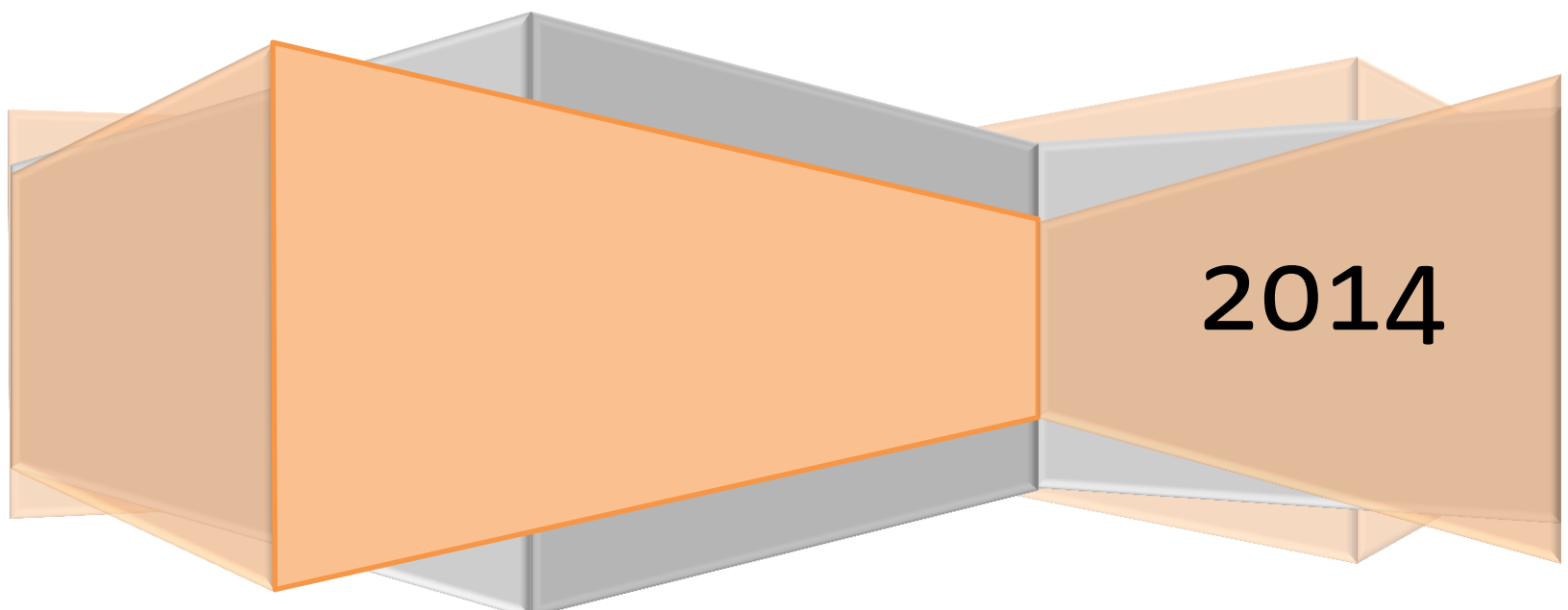


Hennepin Technical College

Institutional Assessment of Student Learning Oral Communication-Embedded

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Report of 2013 Institutional Assessment of Learning - Oral Communication

Introduction

The HTC Assessment Committee took on the task of continuing to evaluate the success of HTC students with respect to the stated institutional outcomes. A pilot in critical thinking had been conducted in the spring of 2012, and the assessment committee was seeking a method to perhaps evaluate more than one outcome in a manner that would benefit the students. In spring 2013, the decision was made to assess oral and written communication and technological literacy by conducting student interviews. This method would allow students to participate in a non-threatening interview, gain feedback on their cover letters, resumes, and interview skills before completing their awards and entering the work environment. While participation from faculty was excellent, voluntary student participation in this activity was dismal; so the Assessment Committee made the decision to embed the oral communication assessment in classroom presentations in the fall of 2013.

Instrument

The rubric for oral communication had previously been established, and was modified slightly for this exercise (Appendix A). Faculty were asked to participate and include a presentation in their course curriculum. Two raters assessed each student - the classroom instructor and one additional. Both raters were instructed in using the rubric.

Methodology

All students enrolled in the participating courses for Fall 2013 were rated. After the scores had been recorded, a list of students that had completed 70% or more of their coursework toward their awards and had a GPA of 2.0 were identified.

Scoring was 1-Developing, 2-Basic, 3-Proficient and 4-Superior. Sign-up for both courses and raters was handled by the Assessment Committee co-chair and the Team-up software was used for this process.

Results

A total of 36 courses participated and 645 students had their presentations rated utilizing the established rubric. From the 645, 189 students met the target population of 70% and a GPA of 2.0. Additionally, there were a total of 16 scores that did not have a 2nd rater and 33 students had more than 1 score (either the course submitted 2 presentations, or the student was involved in 2 different courses being rated). A total of 622 scores were analyzed for the participants. Results will be presented in two sections: The entire population (Table 1), and the target group (Table 2), including total score and individual analysis in the outcome areas.

I. ENTIRE POPULATION

Students' scored proficient in their overall rating (Table 1 Mean Composite Score). When broken out, the areas that may need more instruction are the language and non-verbal skills which were slightly lower. Means and standard deviations are provided below.

Table 1.

| | Composite Score | Fluency | Content | Non-Verbal | Organization | Language |
|----------------|-----------------|---------|---------|------------|--------------|----------|
| N | 622 | 622 | 622 | 622 | 622 | 622 |
| Mean | 3.02 | 3.13 | 3.12 | 2.83 | 3.12 | 2.99 |
| Std. Deviation | .57 | .503 | .735 | .817 | .720 | .721 |

II. TARGET POPULATION

Seeking information in areas that HTC might improve, analysis was made on the scores for the components of the rubrics in each of the outcomes for the target population. Table 2 shows the Mean Composite Score for those that are near completion of their award is also proficient at 3.0.

Table 2

| | Composite Score | Fluency | Content | Non-Verbal | Organization | Language |
|----------------|-----------------|---------|---------|------------|--------------|----------|
| N | 189 | 189 | 189 | 189 | 189 | 189 |
| Mean | 3.0 | 2.9 | 3.03 | 2.83 | 3.12 | 2.79 |
| Std. Deviation | .683 | .663 | .735 | .817 | .720 | .721 |

Conclusion

The target population was smaller than the hoped for 300, but the participation overall was greater than with the interview assessment project. There was little difference between the means of Rater1 and Rater2 when compared, and the Mean scores for all participants and the target population was very similar. The expected improvement in the oral communication skills in students who have attended HTC and are nearly complete with their award was not found. This may suggest additional instruction and reinforcement of oral skills is needed across the institution. In addition a review of the implementation of the rubric indicates emphasis is needed for raters to adhere to the whole numbers of the 4 point scale.

Finally, the embedded presentation project seemed to provide greater student participation and an efficient means to gather information on the oral communication skills of students at HTC. Overall, continued use of embedded assessment of oral communication is recommended.

APPENDIX A
Presentation Rubric for Oral Communication
HTC College-Wide Assessment Project

Overall Average Score: _____

Student Name: _____ **Tech ID#:** _____ **Date:** _____

| | Superior (4) | Proficient (3) | Basic (2) | Developing (1) | SCORE |
|--|--|--|---|--|--------------|
| FLUENCY | Pace of speaking is effortless and smooth speaker pauses only to enhance the presentation. | Pace of speech is smooth with some hesitations to think of or rephrase ideas. | Pace has distinct pauses or is rushed resulting in interrupting the flow of ideas, which causes some difficulty for the listener. | Pace of speech has many pauses, or is too fast and interferes with flow of ideas, which causes strain for the listener. | |
| LANGUAGE | Outstanding range of vocabulary and accurate grammar; message clear and confident. | Good range of vocabulary with appropriate grammar; message clear. | Vocabulary is adequate with some everyday language that may be inappropriate. Message may not always be clear. | Vocabulary is not appropriate for the task; message is often unclear because of lack of clarity or control. | |
| ORGANIZATION | Organization is outstanding in clarity and logical for the assignment, which enhances the presentation. | Organization is mostly clear and logical for the assignment. | Organization is usually clear but there is some illogical order that may confuse the learner. | Organization is not logical ; this causes great difficulty for the listener to follow the topic. | |
| CONTENT <i>Concepts, Terms and/or Actions (CTA)</i> – used to give clarity to the content | CTA are well-chosen with topics that enhance the presentation in an outstanding manner . | CTA are appropriate for the presentation. | CTA are mostly appropriate with some lapses. | CTA are confusing and inappropriate for the presentation. | |
| NONVERBALS | Use of the following definitely enhances the presentation: Eye contact, posture, gesture, movement or facial expression. Maintains eye contact. | Some enhancement occurs from: Eye contact, posture, gesture, movement or facial expression. Some nervousness visible. Maintains eye contact most of the time. | Eye contact, posture, gesture, movement or facial expression neither enhance nor detract from the presentation. Some nervousness or distracting mannerisms are visible. Loses eye contact. | Eye contact, posture, gesture, movement or facial expressions are inappropriate and distracting . Much visible nervousness. Does not provide eye contact. | |