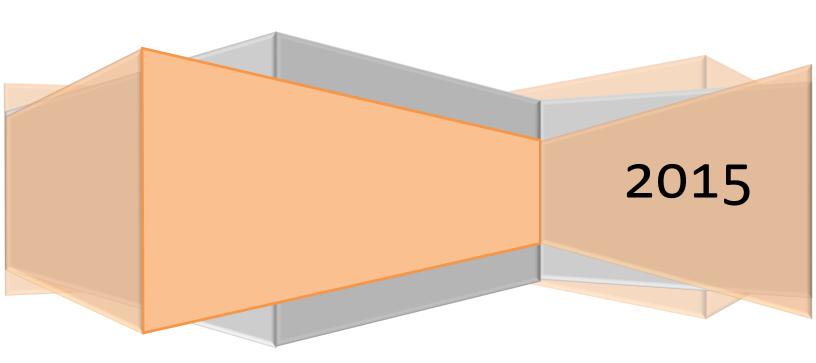# Hennepin Technical College

Institutional Assessment of Student Learning
Oral Communication-Embedded

Office of Institutional Research Donna S. Statzell, Director

2015

Report of 2015 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 and continues this embedded communication assessment into FY15.

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 both Fall and Spring terms 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 chair and the Team-up software was used for this process.

Results

A total of 47 courses participated and 716 students had their presentations rated utilizing the established rubric. From the 716; 245 students met the target population of 70% and a GPA of 2.0. Additionally, there were a total of 13 scores that did not have a 2nd rater and 60 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 703 scores were analyzed for the participants. Results will be presented in three sections: The entire population (Table 1), comparison of entire population from FY14-Fy15 (Table 2) and finally the target group (Table 3), 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	703	703	703	703	703	703
Mean	3.10	2.99	3.22	2.89	3.21	3.08
Std. Deviation	.563	.774	.680	.828	.703	.684

II. Comparison for FY14 and FY 15 An aspect of the embedded oral communication assessment is the ability to compare our Results from FY14 with our results in FY15.

Table 2 FY14 and FY15 Comparison

FY14/FY15	Composite Score		Fluency		Content		Non-Verbal		Organization		Language	
	FY14	FY15	FY14	FY15	FY14	FY15	FY14	FY15	FY14	FY15	FY14	FY15
N	622	703	622	703	622	703	622	703	622	703	622	703
Mean	3.02	3.10	3.13	2.99	3.12	3.22	2.83	2.89	3.12	3.21	2.99	3.08
Std. Deviation	.57	.56	.50	.77	.73	.68	.82	.82	.72	.69	.72	.68

III Target Population FY15

Seeking information in areas that HTC might improve, analysis was made on the scores for the components of the rubrics in each outcome for the target population. Table 3 shows the Mean Composite Score for those that are near completion of their award is also proficient at 3.09. Table 4 illustrates the comparison between the target groups of FY14 and FY15

Table 3

	Composite Score	Fluency	Content	Non-Verbal	Organization	Language
N	245	245	245	245	245	245
Mean	3.09	2.79	3.12	2.89	3.21	3.0
Std. Deviation	.56	.75	.68	.82	.70	.68

Table 4

Target Group FY14/FY15	Composite Score		Fluency		Content		Non-Verbal		Organization		Language	
	FY14	FY15	FY14	FY15	FY14	FY15	FY14	FY15	FY14	FY15	FY14	FY15
N	189	245	189	245	189	245	189	245	189	245	189	245
Mean	3.0	3.09	2.9	2.79	3.03	3.12	2.83	2.89	3.12	3.21	2.79	3.0
Std. Deviation	.68	.56	.66	.75	.73	.68	.81	.82	.72	.70	.72	.68

Conclusion

The target population was determined with 245 students meeting the criteria. Participation overall was greater than with the interview assessment project and greater than the FY14 effort. 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. There was an increase in the Mean in 5 of the 6 areas evaluated from the FY14 data. These areas were: Overall composite score, Content, Non-Verbal, Organization and Language. Fluency was the only area that slipped from the previous year mean of 3.13 to a mean of 2.99.

With respect to the Target Group, consistent with the overall scores, increases in 5 areas occurred. Fluency dropped from the previous year mean of 2.9 to 2.79. For the two years, a total of 434 students have met the criteria of 70% completed and a 2.0 for those enrolled in an associate's degree.

A decision must be made with respect to the expected outcome mean for this assessment. At what level will we expect our students to perform and what type of remediation will take place if the students do not meet our expected level? These questions still need to be addressed by the Assessment Committee.

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 *Concepts, Terms and/or Actions (CTA)* – 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.	