

Major/Program: Communication

ASSESSMENT SUMMARY

Fall 2017-Spring 2018

What are the student learning outcomes in the major/program?
The primary assessment in communication is focused on “student learning outcomes” as conveyed through oral presentations. The multiple sections of public speaking requires a coordination to assure the evaluation of these oral presentations is measured by equal standards. In an effort to accomplish this task, the challenge of offering more and more sections online has resulted in some effort to focus on the evaluation process for those online courses.
Which outcome(s) did you assess this academic year?
The assessment focused on the 1) training of the faculty involved in online public speaking courses, 2) the instrument used to evaluate the “student learning outcomes,” and 3) the experiential application of the training and the coordinated assessment instrument to determine if such an approach supported the standards expected in a face-to-face course.
How did you assess the learning outcomes this academic year?
To assure the instructors were equally prepared for the experience of online teaching which incorporated the evaluation assessment piece on line, an expert in online evaluation technology provided guidance in how the online assessment process worked technically. Second, the instructors involved in online teaching of the public speaking course compared and contrasted the evaluations instruments they used and discussed how to design a common evaluation instrument. The third phase invited the instructors to evaluate speeches online with the newly developed online evaluations instrument. The key to this was feeling comfortable evaluating online while the student was presenting his/her oral presentation.
Please summarize the data you have collected this academic year.
The two individuals who conducted this effort were satisfied with the ability to handle the process online and felt the evaluation instrument was effective in covering the key elements of the presentation. Unfortunately, the outcome suggested evaluation online during a presentation was feasible with a common instrument, but not everyone participated in this effort. In fact, one instructor was very resistant to the idea.
Please describe any programmatic changes you have made or are planning to make based on the data you have collected (action steps).
The thought is to revisit the training efforts to more fully discuss how the technical process worked and to have perhaps a trial effort for all to evaluate the same presentation and then discuss how the effort worked to conduct assessment of an oral presentation online. The instrument developed seems to be agreeable with the instructors but an “active” session where everyone actually evaluates an oral presentation—moving beyond technical training and the design of an assessment instrument should provide more insight into how useful it would be to move the assessment process from paper to technology.
Please report on the progress of your action steps reported in 2013-2014. See Assessment Results for your previous unit reports.
This next step has not yet been implemented. However, it is suggested that the students be involved in the evaluation as the immediate evaluation being registered as the presentation progresses could be helpful to the student. Perhaps an actual example of this effort in a training situation might convince the instructors of the value of instantaneous feedback.

****Note:** Please use this template to provide the responses to the prompts above.**