

Core Curriculum Outcomes Assessment Summary Form

This form is to be completed by a representative from the Core Curriculum Assessment Sub-Committee. The information provided in this form will be used by University of Detroit Mercy to inform stakeholder groups about Detroit Mercy's commitment to the intellectual, spiritual, moral and social development of all undergraduate students as they navigate through the Core Curriculum. A PDF version of this completed form will be posted to the Academic Affairs Assessment website.

1. CORE OUTCOMES INFORMATION

Core Curriculum Area *

- Knowledge Area
- Integrating Theme

2. Enter the Knowledge Area or Integrating Theme of the Outcomes Assessed:
For example, KA-A1. Oral Communication or Integrating Theme 1 - Reading, Writing, & Research Across The University *

KA-A1. Oral Communication

3. Form Completion Date: *

7/27/2020



4. Assessment Overview

Briefly share how the outcome identified above was assessed. Include semester and year, how student artifacts were collected, who performed the assessment, and what assessment tool was used. *

The Communication Studies - CST 1010 Fundamentals of Speech course builds students' confidence in communicating with a live, immediate audience by emphasizing speech delivery skills, audience analysis and adaptation, message organization, use of supporting material, and building of credibility. The CST 1010 course lays a solid foundation for students to effectively apply and further develop their oral communication skills within their major course of study. This round of assessment was a pilot for assessing student learning of oral communication outcomes within the newly adopted core curriculum, using a newly developed rubric, and following a recently developed process. The assessment was conducted in July of 2020 by two full-time faculty members who currently teach the oral communication approved course: CST 1010 Fundamentals of Speech. Faculty attended a norming session for inter-rater reliability using the Core Curriculum Student Learning Outcomes Rubric for Oral Communication (an adaptation of the AAC&U Values Rubric). Twenty-eight randomly selected video-recorded student speeches from the Winter 2020 and Summer I 2020 semesters served as samples of student artifacts and were viewed and scored by faculty using a rubric. Rubric scores were recorded in an Excel spreadsheet that generated a graphic representation of student progress in each dimension area. The four-point rubric scale was benchmark (1), milestone (2), milestone (3), and capstone (4), with 0 and NA serving as options if needed. For CST 1010, the mean score for each rubric dimension is expected to be at least 2.5, indicating progression from the lower milestone to the upper millstone, or from the upper milestone to the capstone. Please note that due to the COVID-19 pandemic, student artifacts were sampled from speeches delivered in a synchronous online-learning environment, not typical of an actual public speaking environment. There is a significant difference with the communication process when the speaker is not able to see immediate feedback from listeners.

5. Results, Planned Actions, and/or Actions Taken

Briefly summarize the assessment results and how they are being used. Include a summary of faculty discourse captured during the norming session, the rubric score and scale, an interpretation of the score, and plans to enhance student learning. *

The 2019-2020 CST 1010 rubric scores for all five dimension-areas were in the expected range of at least 2.5. Students were strongest in central message (3.2), language choice (3.2), and organization (2.8). Areas in need of strengthening are delivery skills (2.5) and supporting material/speaker credibility (2.7). Students' delivery skills were adversely affected by the unusual circumstances brought on by the COVID-19 pandemic; causing speeches to be delivered in a synchronous online learning environment without the benefit of immediate audience feedback. Additionally, faculty had difficulty determining whether the speakers were reading all or part of their extemporaneous speeches, resulting in the assignment of a lower score in many instances. Also, the combined rubric dimension for supporting material/speaker credibility was difficult to rate as one dimension, resulting in a recommendation to separate speaker credibility from supporting material before the next round of assessing oral communication. Plans for enhancing student learning include strategizing ways for faculty to improve online speech delivery methods for courses that are offered online (both synchronously and asynchronously) and consulting with our Instructional Design Studio staff who oversee the Blackboard learning management system.