

Oral Communication



Core Competency Data Report

PEPPERDINE UNIVERSITY

OFFICE OF INSTITUTIONAL EFFECTIVENESS

2015 – 2016

Core Competencies: Oral Communication

The members of the General Education Learning Innovators would like to thank every member of the Seaver College Faculty who assessed the Core Competency of Oral Communication in their classes and programs during the 2015-2016 academic year. While the sample size (n=87, roughly 10% of seniors) was smaller than we would have liked (20% sample size is optimal), the results of the assessment were reassuring on at least two fronts. First, for each of the five dimensions in the rubric, Seaver students scored solidly in the Milestones (3) category. This category is exactly where college seniors ought to be since the only remaining category, Capstone (4), describes students who have mastered the material at the level of a graduate student or career professional. Second, the students in the sample, most of whom were seniors close to the point of graduation, scored significantly higher than the population of students in COM 180 (n=156) whose work was evaluated according to the same VALUE rubric for oral communication. That our seniors are scoring higher in oral communication than our lower division students in COM 180 confirms that our students are improving and building upon the oral communication skills introduced and developed at the GE level as they progress through their major, regardless of their specific course of study.

While faculty attendance in last year's Oral Communication Assessment Workshop was lower than attendance at similar events in years past, the GELI committee was pleased to see that the oral communication scores across disciplines fell within a range that confirmed inter-rater reliability. As a faculty, we seem to be more familiar not only with the wording of the AAC&U's VALUE rubrics, but also with the application of rubrics as an assessment tool in general. The Seaver Faculty should appreciate the degree to which we, as a whole, have overcome this learning curve.

Looking ahead, the GELI committee believes it would be beneficial to have more specific guidelines for the oral communication artifacts before we assess this core competency again in 2021. Some disciplines, for example, evaluated presentations that students delivered while referring to notecards or an outline, whereas other disciplines evaluated conference-style presentations in which students read a scholarly paper. Given the variety of types of artifacts, it becomes difficult to gauge the validity of the "delivery" dimension of the VALUE rubric, which evaluates posture, gesture, vocal expressiveness and eye contact. How can we bring our artifacts more into alignment across disciplines?

Closing the Loop: While the GELI committee represents faculty from seven of Seaver's eight academic divisions, we share this summary of our findings with you in the hope that you will continue this conversation in your divisions and individual programs. A key component of Closing the Loop for core competency assessment includes reflections and comments from each academic discipline. There is a section of the Annual Assessment form in LiveText that asks you to describe how you have reflected upon/responded to this report. In meetings that include both faculty members and students in your discipline, please use the findings contained in this report as the beginning of a fruitful conversation. Specifically, we would like to hear your thoughts on the following questions:

- What does it mean to designate a course as fulfilling the "presentation skills" requirement? What expectations do we have/should we have of students in order for them to demonstrate that they have met this requirement? Beyond the catalog description, how are students made aware that a course fulfills the presentation skills requirement?

Core Competencies: Oral Communication

- Where, in your specific discipline, is the core competency of oral communication introduced? Where is it developed? Where is it mastered? Are there specific courses or assignments in your discipline where oral communication can be mapped? The annual assessment report will include a template that your discipline should complete by providing course numbers/names as they relate to the I, D, and M categories.)
- Is the information in this report helpful to you? How might OIE aggregate/disaggregate the data in ways that would enhance your understanding of the findings?

The GELI committee highly recommends that your academic program hold this meeting(s) prior to spring break in order to compile your findings and prepare for the annual report (due June 1). Please feel free to invite your GELI representative to participate in / facilitate these meetings.

Closing the loop is often the most difficult step in the assessment process because it takes time. Gathering your colleagues and students for a conversation around these topics, however, is one of the best ways to ensure that our assessment efforts don't disappear into yet another WASC report. We look forward to reading your reflections on the assessment of oral communication in the 2016-2017 annual assessment reports.

The 2016-2017 GELI Committee thanks you for all you do to support and advance the assessment of student learning at Pepperdine.

Lisa Bortman, Associate Provost for Assessment

Greg Daum, Communications

Brad Griffin, GELI Committee Chair and Fine Arts Representative

Tuan Hoang, Humanities and Teacher Education

Benjamin Keoseyan, Seaver College Class of 2017

Loan Kim, Natural Sciences

Mary Ann Naumann, University Libraries

Garrett Pendergraft, Religion and Philosophy

Kailee Rogers, Coordinator of Assessment for the Office of Institutional Effectiveness

Steve Rouse, Social Sciences

Mina Soroosh, International Studies and Languages

WASC Information on the Five Core Competencies

The five core competencies – writing, oral communication, quantitative reasoning, critical thinking, and information literacy – are critical higher-order intellectual skills for students to develop in order to be successful at school, at work, and in their private and civic lives. Accordingly, WSCUC’s institutional review process calls upon institutions to describe how the curriculum addresses each of these competencies, explain their learning outcomes in relation to the core competencies, and demonstrate the extent to which these outcomes are achieved.

The 2013 Handbook of Accreditation, Criteria for Review 2.2a states:

“Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking.

Component 4 (Educational Quality) of the Institutional Review Process asks for institutions “to describe how the curriculum addresses each of the five core competencies, explain their learning outcomes in relation to those core competencies, and demonstrate, through evidence of student performance, the extent to which those outcomes are achieved.”

Participants in the Assessment of Oral Communication

Three of Pepperdine’s schools participated in the assessment of the Oral Communication Core Competency at Pepperdine University: (1) Seaver College, (2) Graduate School of Education and Psychology, and (3) Graziadio School of Business and Management. All 5 schools were invited to participate.

Nine Undergraduate programs from Seaver College participated: All programs were asked to participate.

(1) Art, (2) Art History, (3) Education, (4) Music, (5) Philosophy, (6) Public Relations, (7) Sociology, (8) Theatre, (9) Communications

Methodology

To assess the core competency of Oral Communication across the Institution, assessment leaders asked programs to submit scored rubrics and students' work using the AAC&U VALUE rubric for Oral Communication. Whenever possible this data was to come from capstone or senior level courses so that the data could reflect student learning at the point of graduation. Scores were entered into LiveText and compiled by assessment staff in the Office of Institutional Effectiveness.

Pepperdine Oral Communication Outcomes, based on the AAC&U Oral Communication Value Rubric:

1. **Organization**: Students will demonstrate communication that has an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions), is clear and consistently observable and is skillful and makes the content of the presentation cohesive.
2. **Language**: Students' oral communication will include language choices that are imaginative, memorable, compelling, enhance the effectiveness of the presentation and are appropriate to audience.
3. **Delivery**: Students will demonstrate delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation compelling, and will appear polished and confident.
4. **Supporting materials**: Students will use a variety of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.
5. **Central Message**: Students will demonstrate in an oral communication presentation a central message that is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

AAC&U Definition of Oral Communication

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

AAC&U Oral Communication VALUE Rubric

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Oral Communication Rubric for Communication Studies Majors

	Capstone (4 pts)	Milestone (3 pts)	Milestone (2 pts)	Benchmark (1 pt)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. Easy to follow.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. Able to follow for the most part	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. Somewhat of a challenge to follow.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. Challenging/difficult to follow.
Visual Aid	An outstanding, professional quality visual presentation; consistent in form, no spelling or punctuation errors, aesthetically pleasing, with the perfect combination and amount of text, graphics, etc.	Good, but not an outstanding (could use improvement in one of the areas noted in the "capstone" category).	An adequate presentation, but with problems in two of the areas noted in the "outstanding" category.	Suffers from multiple problems that detract from presentation or is not in concert with overall presentation/performance.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Content	Content is well developed and supported clearly with appropriate and required supporting materials per the assignment. The presentation strongly establishes the presenter's credibility/ authority on the topic.	Content is mostly developed and supported with appropriate and required supporting materials per the assignment, but more attention or clarity needed. The presentation mostly establishes the presenter's credibility/ authority on the topic.	Content is somewhat developed and supported with adequate supporting materials, but misses some per the assignment. The presentation somewhat establishes the presenter's credibility/ authority on the topic, but more development needed.	Content is under-developed with inadequate supporting materials and/or missing required elements of the assignment. The presentation or fails to establish the presenter's credibility/ authority on the topic.
Central Message	An overall central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	An overall central message or idea is clear and consistent with the supporting material.	An overall central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation

Major Findings

Note: The scores given in this report may reflect differences in faculty judgements based on the program being assessed. Projects assigned to students varied with the programs, and faculty assessors may have prioritized the Core Competencies dimensions differently, resulting in better student performance in some programs but lower performance in others.

Seaver College

Performance by students in the eight Seaver undergraduate programs participating in the “Oral Communication Core Competency Assessment” was significantly higher than that of the General Education class “COM 180: Speech and Rhetoric” (COM 450 was not included because its rubric used was not the same “Oral Communication VALUE Rubric”). Students from the Core Competencies classes scored an average of approximately 3.2, while students from the COM 180 classes scored averages within a range of 2.3-2.7. This is expected as COM 180 is a lower-level course (mostly freshman and sophomores) and is not meant to measure Oral Communication competency at the point of graduation. The Seaver students from the courses participating in the Core Competency assessment were close to the point of graduation and were expected to score in the 3 scoring category. Students met this expectation; they scored an average of 3.2 on all dimensions of the rubric except for “Delivery,” for which the average score was only slightly lower at 3.1.

-MUS 392

Students from the Music program performed relatively well, receiving scores of over 3.3. On all dimensions, which was higher than the Seaver average. There appeared to be no significant differences between genders on most dimensions except for “Language” and “Supporting Material”. Male students received relatively higher scores than their female counterparts on “Language”, while the opposite was true for the dimension “Supporting Material”.

-ARTH 490

Art History students also performed relatively well compared to the Seaver average, with scores from most dimensions averaging a 3.6 or higher, compared with an average of 3.2 for all Seaver students.

Core Competencies: Oral Communication

-ART 492

Art students performed at a level similar to the Seaver average overall, with a score range of 3.0-3.4. When the data was disaggregated by race/ethnicity, white students scored significantly higher than their minority counterparts on every dimension, with point differences of 1.0 or more out of a maximum possible score of 4.0 for a majority of the dimensions.

-SOC 426

Sociology students performed better than the Seaver average, with scores averaging at least 3.3 on all dimensions, and performing especially well on the dimensions “Organization”, “Supporting Materials”, and “Central Message”. The lowest average score was in the dimension of “Delivery.”

-EDUC 531

Education students performed slightly below the Seaver average, scoring a 2.9, on all dimensions except “Delivery”.

-PR 555

Students from the Public Relations program performed significantly better than the Seaver average, with scores consistently averaging 3.7 or higher. There appeared to be no significant difference between the scores of minority and white student and the scores across all dimensions were fairly consistent.

-PHIL 410

Students from the philosophy program saw significantly lower performances than the Seaver average, with a score range of 2.4-2.7, compared to the Seaver score range of 3.1-3.2. There was little difference between the performances of male and female students on most dimensions except “Supporting Material”. For “Supporting Material”, female students outperformed their male counterparts significantly with almost a 1.2 point difference.

-THEA 312

The sample size for the theater program was very small; only three students. The theatre students scored highest on the “Language” and “Supporting Material” dimensions, and lowest on the “Organization” dimension. However, due to the small sample size, it is not possible to draw significant conclusions from this data at present.

-ECON 492

Student groups from the Economics program saw a wide variety of scores, ranging from capstone (4 pts) to benchmark (1 pt). Student groups appeared to perform more poorly on the dimensions “Organization”, “Language”, and “Supporting Material”, with more than half of the student groups receiving a score of milestones (2 pts) or lower.

-PSYC 310

Performance for student groups from the Psychology program was close to the Seaver average, receiving a majority of scores under the milestones (3 pts) and capstone (4 pts) categories. Section 1 did poorly on the “Delivery” dimension, with a number of scores in the milestones (2 pts) category. Overall, the student groups scored an average between 3.0 and 3.4 for most dimensions, which was typical of Seaver scores.

-COM 450

Rubric used for this class was different from the other classes. Student scores averaged between 2.5 and 2.7 on all dimensions. There was no significant difference in scores between different genders or ethnic groups, although student assessors tended to give higher scores (an average of 0.2-0.4 points higher) than faculty assessors. The majority of scores fell within the milestones (3 pts and 2 pts) categories.

Graziadio

Graziadio student scores spanned a wide range, evenly spreading out between the milestones (2 pts) and capstone (4 pts) categories. The average for all dimensions was between 2.8 and 2.9, which was lower than Seaver and GSEP average scores.

GSEP

GSEP students performed relatively well, with the majority of scores falling under the capstone (4 pts) category, even though some students did receive scores in the milestones (2 pts) and benchmark (1 pt) categories. GSEP scores were the highest among all three schools included in the study.

SEAVER COLLEGE

Overall sample size for Seaver College: 87 students (excluding students from COM 450)

Contributing programs:

Course	Instructors/Assessors	Number of Students
MUS 392	Merrie Emelio, Norman Hanks	9
ARTH 490	Bradley Griffin, Kristen Chiem	7
ART 492	Gretchen Batcheller	9
SOC 426	Robin Perrin	9
EDUC 531	Stella Erbes	8
PR 555	Denise Ferguson	13
PHIL 410	Garrett Pendergraft	13
THEA 312	Bradley Griffin	3
ECON 492	Paul Jones (Group Project)	7 Groups
PSYC 310	Khanh-Van Bui, Nataria Joseph (Group Project)	9 Groups
COM 450	Robert Ballard	28

Demographics: Seaver Student Population Included in Assessment

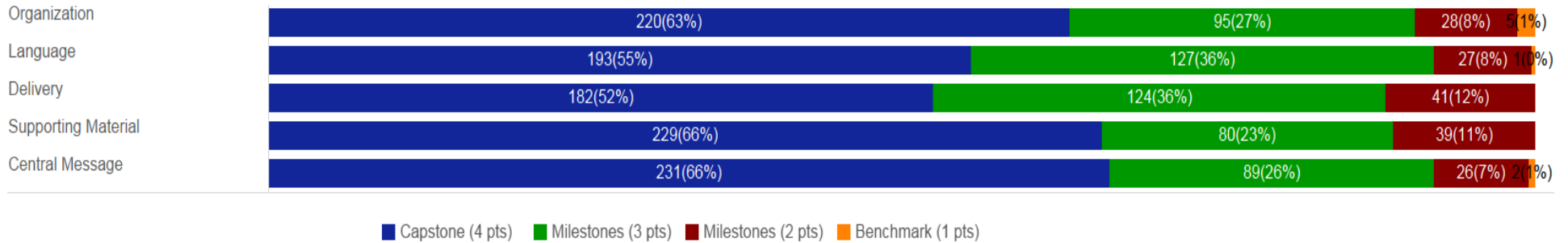
Gender	MUS392	ARTH490	ART492	SOC426	EDUC531	PR555	PHIL410	THEA312	COM450	Total
Male	6	1	2	1	-	1	9	1	3	24
Female	3	6	7	8	8	12	4	2	25	75
Total	9	7	9	9	8	13	13	3	28	99

Class Level	MUS392	ARTH490	ART492	SOC426	EDUC531	PR555	PHIL410	THEA312	COM450	Total
Freshman	-	-	-	-	-	-	-	-	-	-
Sophomore	-	-	-	3	-	-	2	-	-	5
Junior	5	-	-	4	-	1	6	-	3	19
Senior	4	7	9	2	6	12	5	3	25	73
Graduate	-	-	-	-	2	-	-	-	-	2
Total	9	7	9	9	8	13	13	3	28	99

Ethnicity	MUS392	ARTH490	ART492	SOC426	EDUC531	PR555	PHIL410	THEA312	COM450	Total
Non-resident Alien	1	-	-	1	-	-	2	-	2	6
Hispanic or Latino	2	1	2	1	1	5	-	1	4	17
American Indian or Alaska Native	-	1	-	-	-	-	-	-	-	1
Asian	3	3	1	-	1	-	4	-	4	16
Black or African American	-	-	-	1	1	-	1	-	2	5
White	2	2	5	4	4	6	6	2	15	46
Two or more Races	-	-	1	-	-	2	-	-	1	4
Race/ethnicity unknown	1	-	-	2	1	-	-	-	-	4
Total	9	7	9	9	8	13	13	3	28	99

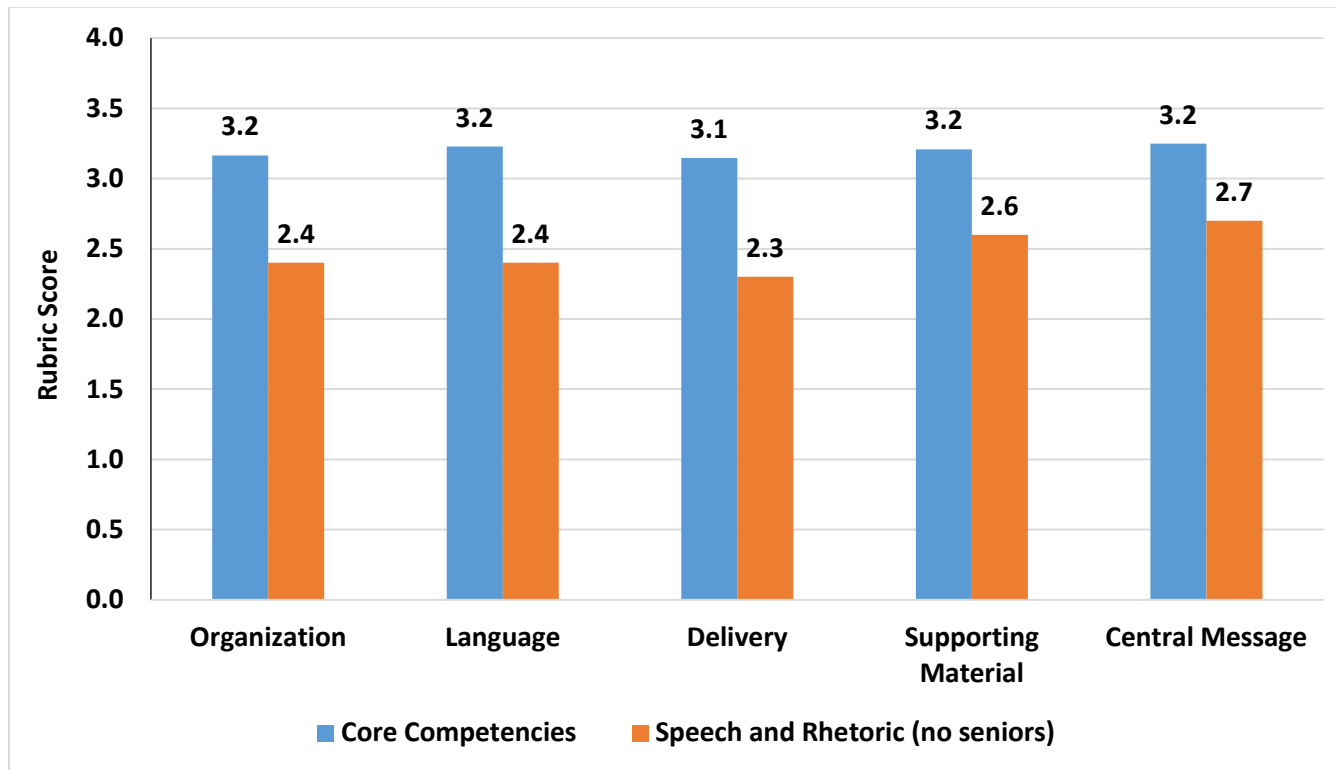
Core Competencies: Oral Communication

Seaver Scores Overall (excludes COM 450 because different rubric was used)



	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	220	95	28	5	3.200	4.000	0.791
Language	193	127	27	1	3.200	4.000	0.673
Delivery	182	124	41	0	3.100	4.000	0.632
Supporting Material	229	80	39	0	3.200	4.000	0.780
Central Message	231	89	26	2	3.200	4.000	0.703
Overall	0	0	0	0	0.000	NA	0.000

Average Scores by Dimension: Seaver



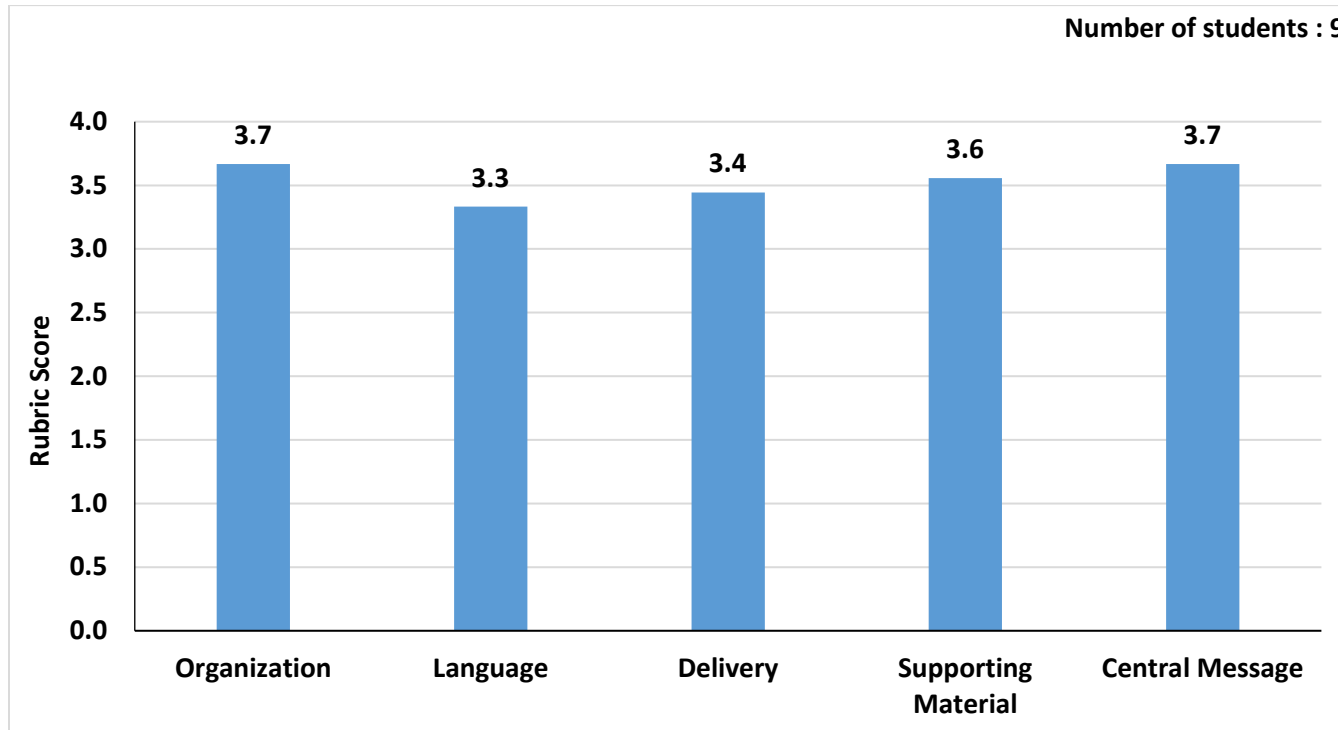
Dimension	Core Competencies (n=87)*	Speech and Rhetoric (no seniors) (n=156)
Organization	3.2	2.4
Language	3.2	2.4
Delivery	3.1	2.3
Supporting Material	3.2	2.6
Central Message	3.2	2.7

*Excludes students from COM 450.

MUSIC PROGRAM

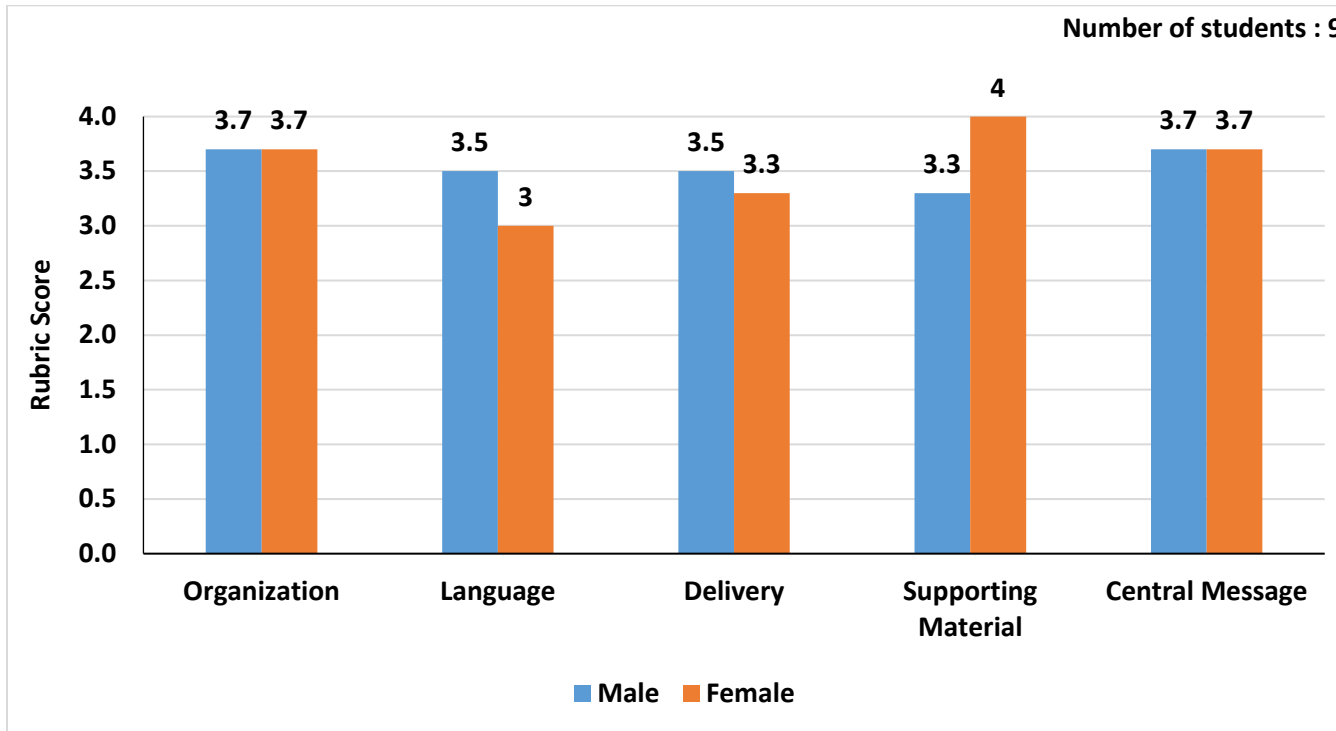
MUS 392

Average Scores by Dimension



Dimension	Total
Organization	3.7
Language	3.3
Delivery	3.4
Supporting Material	3.6
Central Message	3.7

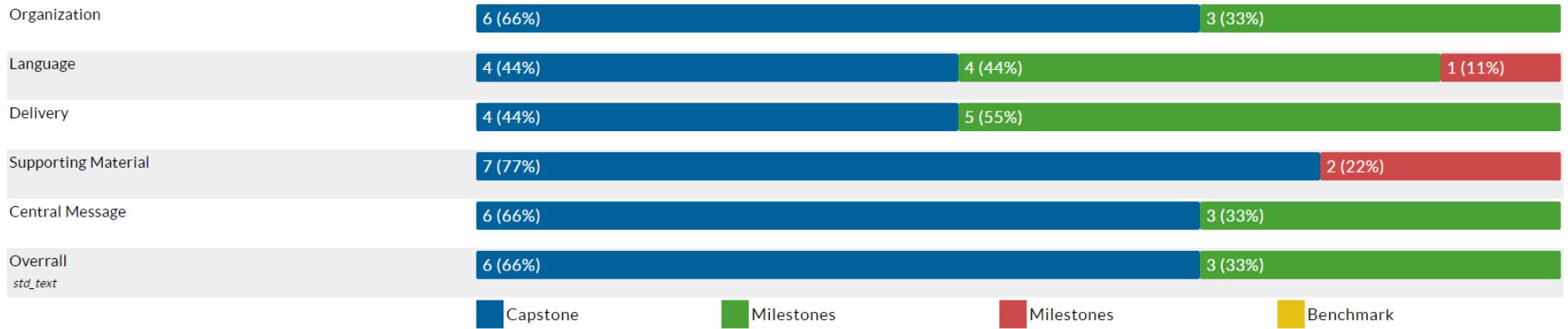
Average Scores by Gender



Dimension	Male (n=6)	Female (n=3)
Organization	3.7	3.7
Language	3.5	3.0
Delivery	3.5	3.3
Supporting Material	3.3	4.0
Central Message	3.7	3.7

Core Competencies: Oral Communication

MUS 392

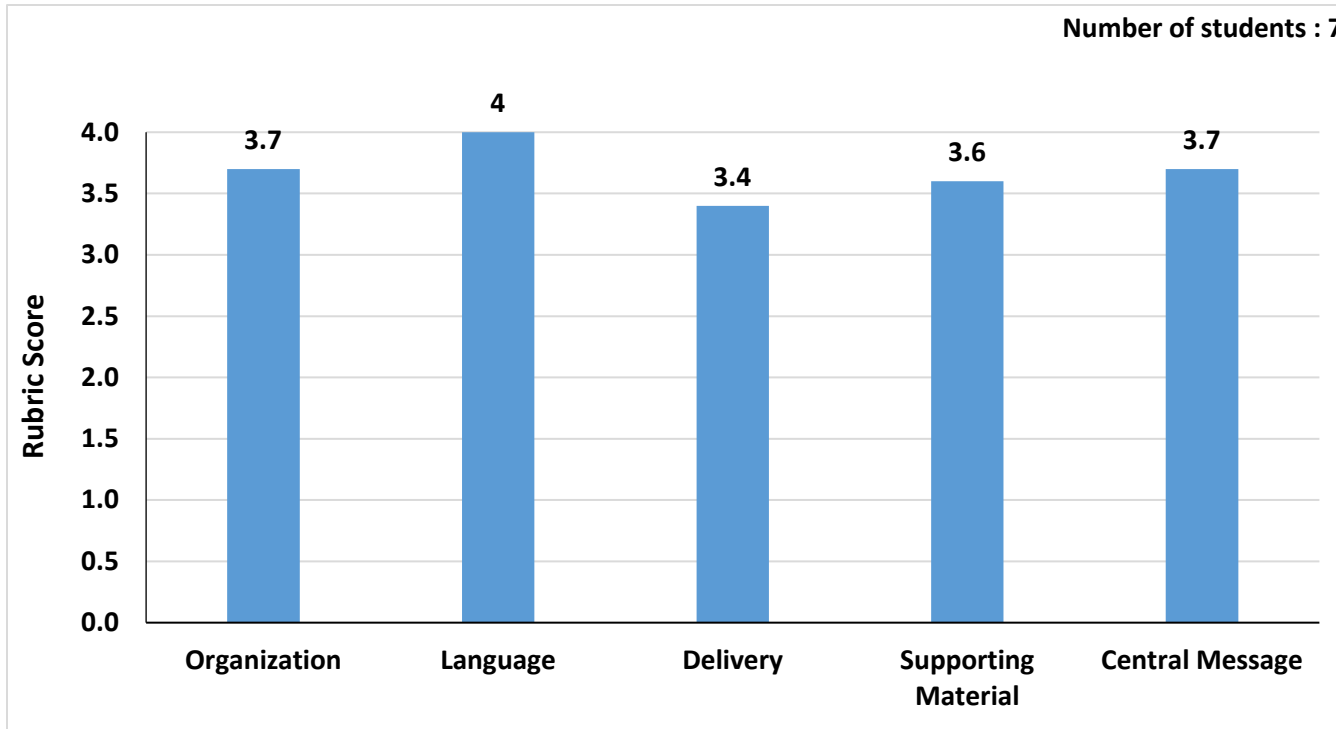


	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	6	3	0	0	3.667	4.000	0.471
Language	4	4	1	0	3.333	3.000	0.667
Delivery	4	5	0	0	3.444	3.000	0.497
Supporting Material	7	0	2	0	3.556	4.000	0.831
Central Message	6	3	0	0	3.667	4.000	0.471
Overall	6	3	0	0	3.667	4.000	0.471

ART HISTORY PROGRAM

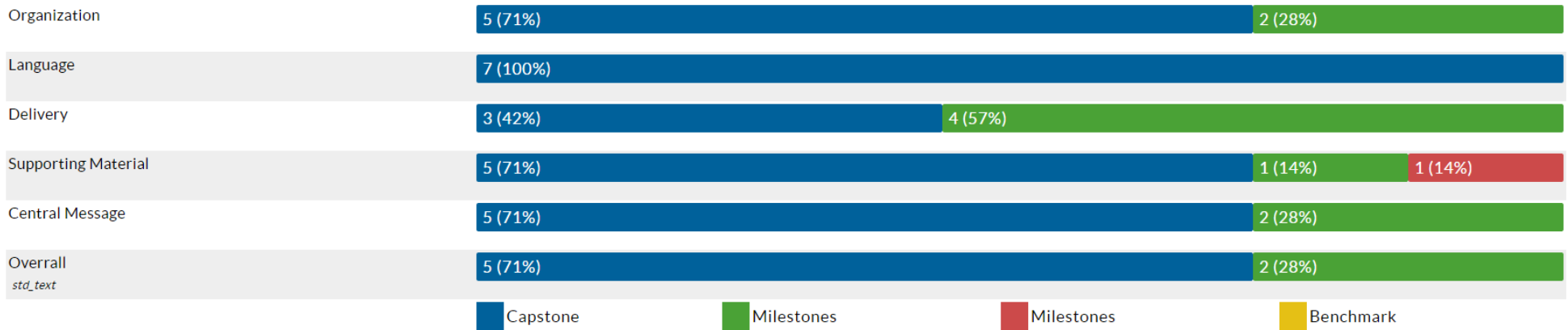
ARTH 490

Average Scores by Dimension



Dimension	Total
Organization	3.7
Language	4.0
Delivery	3.4
Supporting Material	3.6
Central Message	3.7

Core Competencies: Oral Communication
ARTH 490

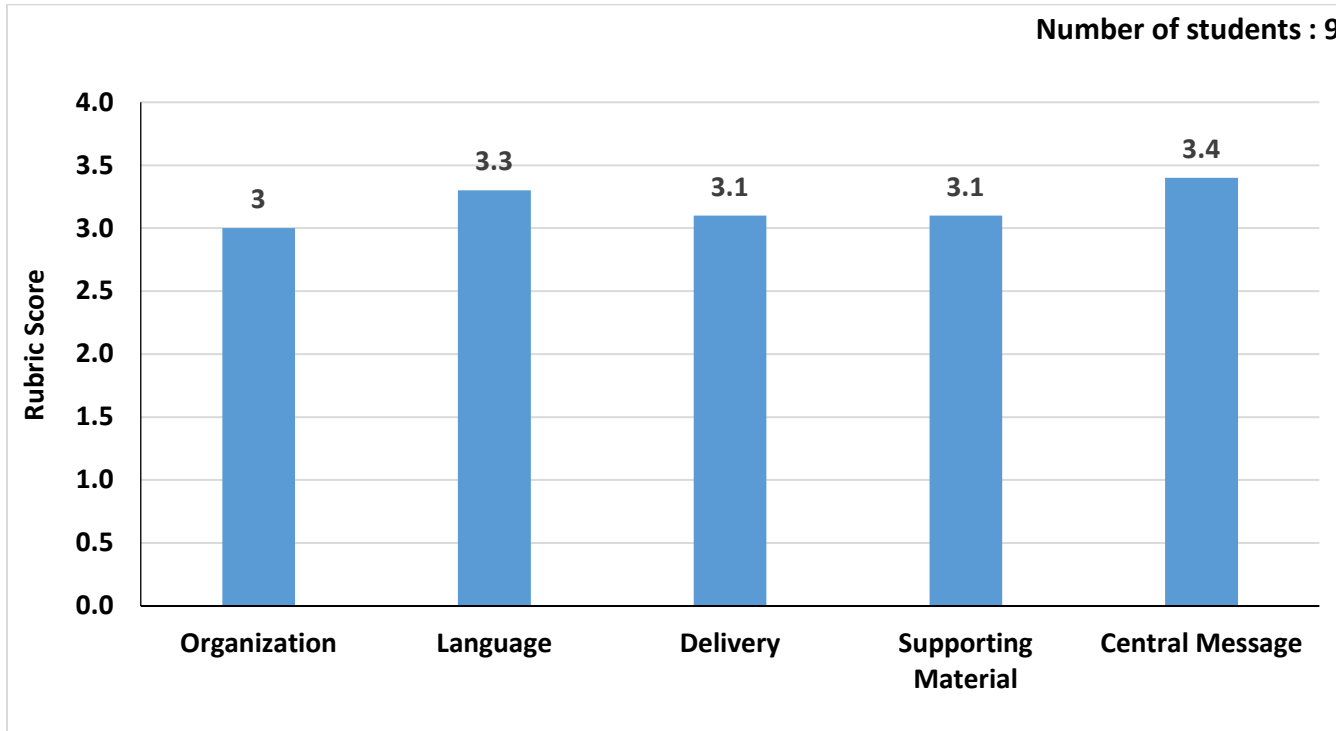


	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	5	2	0	0	3.714	4.000	0.452
Language	7	0	0	0	4.000	4.000	0.000
Delivery	3	4	0	0	3.429	3.000	0.495
Supporting Material	5	1	1	0	3.571	4.000	0.728
Central Message	5	2	0	0	3.714	4.000	0.452
Overall	5	2	0	0	3.714	4.000	0.452

ART

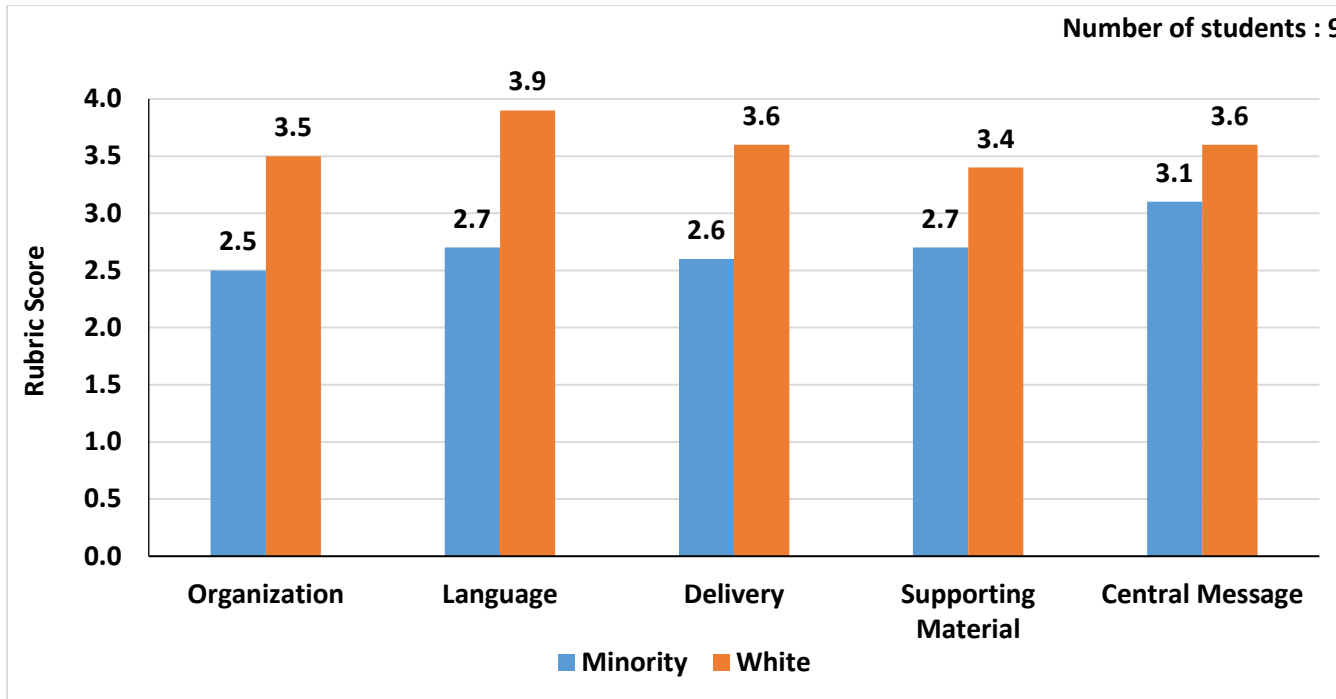
ART 492

Average Scores by Dimension



Dimension	Total
Organization	3.0
Language	3.3
Delivery	3.1
Supporting Material	3.1
Central Message	3.4

Average Scores by Dimension

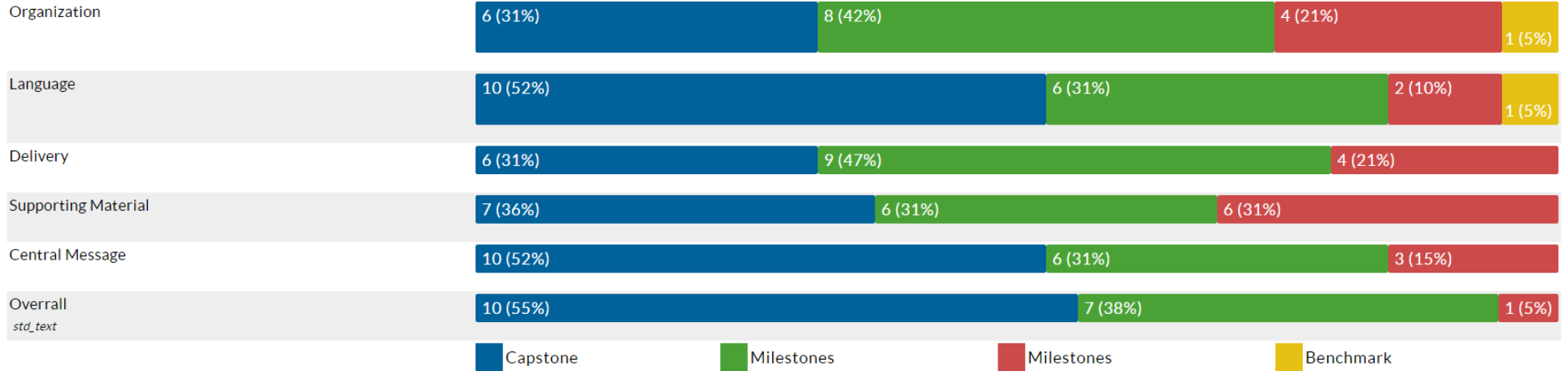


Dimension	Minority (n=4)	White (n=5)
Organization	2.5	3.5
Language	2.7	3.9
Delivery	2.6	3.6
Supporting Material	2.7	3.4
Central Message	3.1	3.6

*The following minorities were categorized under the ethnicity “minority” to protect the identities of students from majors with small enrollment: “Hispanic or Latino”, “American Indian or Alaska Native”, “Asian”, “Black or African American”, “Native Hawaiian or Other Pacific Islander”, “Two or more Races”, and “Race/ethnicity unknown”.

Core Competencies: Oral Communication

ART 492

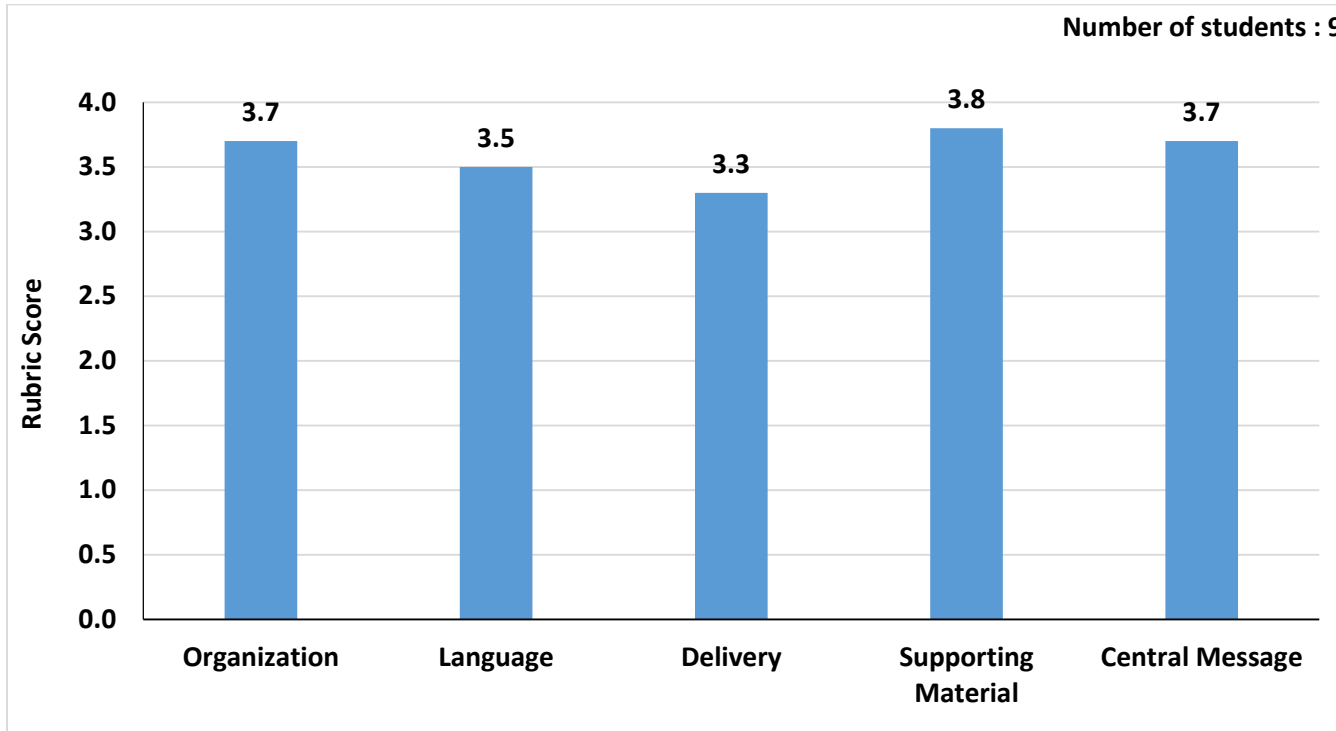


	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	6	8	4	1	3.000	3.000	0.858
Language	10	6	2	1	3.316	4.000	0.862
Delivery	6	9	4	0	3.105	3.000	0.718
Supporting Material	7	6	6	0	3.053	4.000	0.825
Central Message	10	6	3	0	3.368	4.000	0.741
Overall	10	7	1	0	3.500	4.000	0.601

SOCIOLOGY

SOC 426

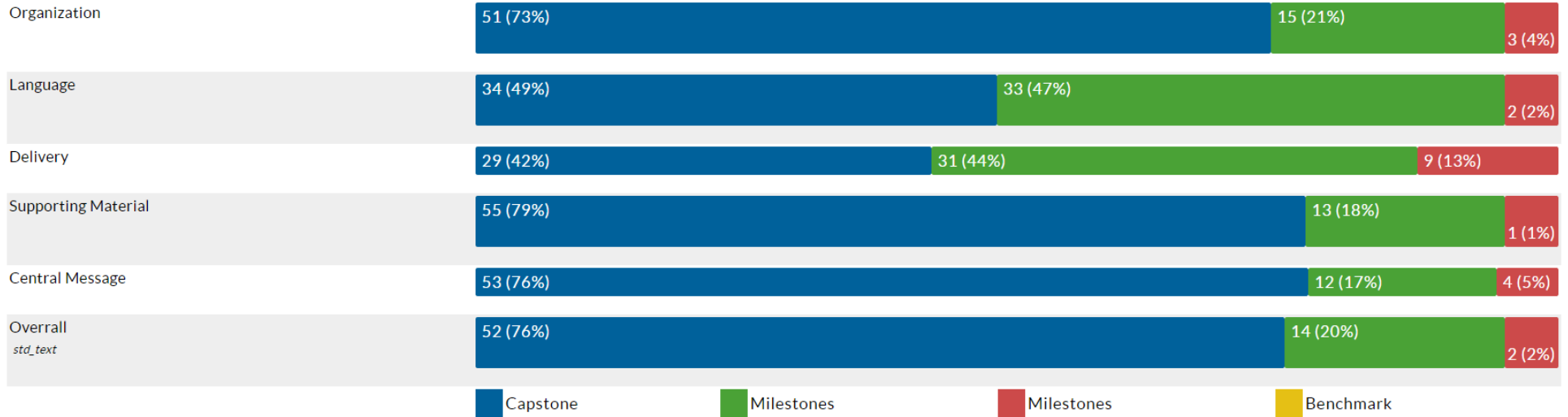
Average Scores by Dimension



Dimension	Total
Organization	3.7
Language	3.5
Delivery	3.3
Supporting Material	3.8
Central Message	3.7

Core Competencies: Oral Communication

SOC 426

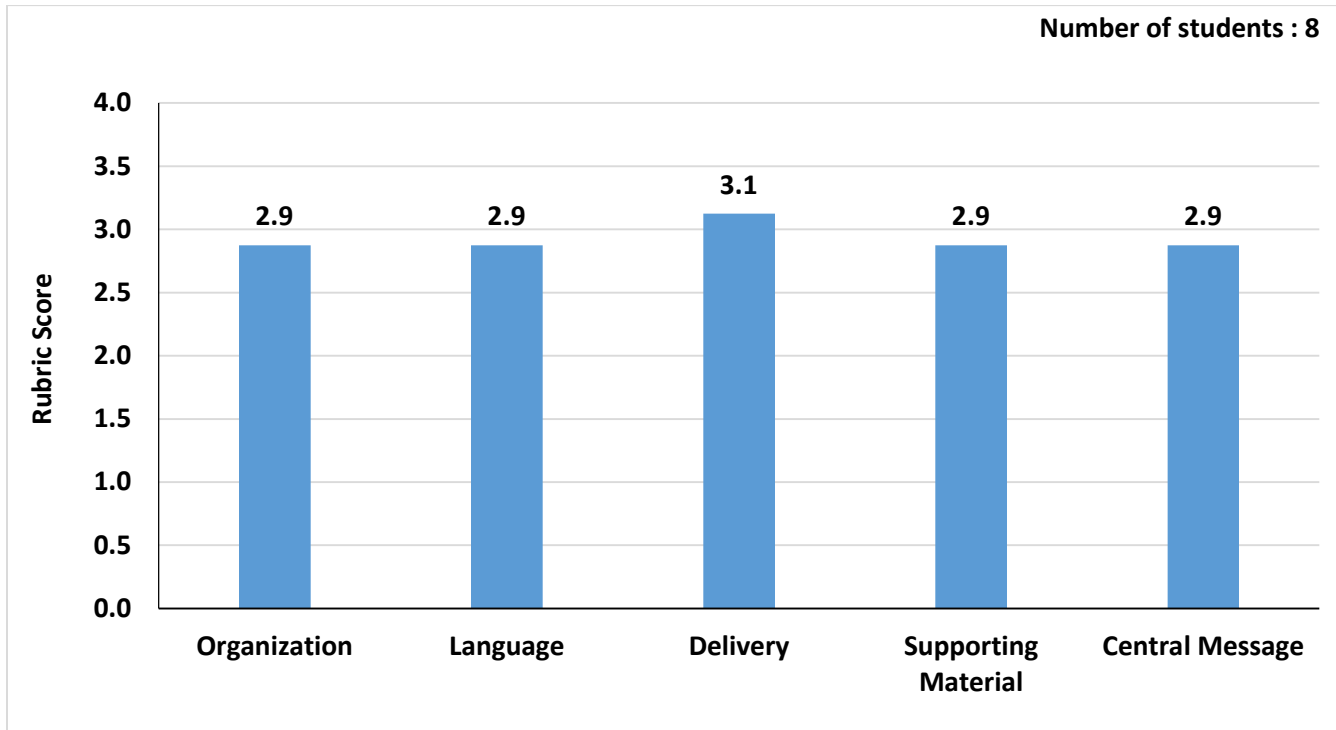


	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	51	15	3	0	3.696	4.000	0.547
Language	34	33	2	0	3.464	4.000	0.554
Delivery	29	31	9	0	3.290	3.000	0.683
Supporting Material	55	13	1	0	3.783	4.000	0.446
Central Message	53	12	4	0	3.710	4.000	0.567
Overall	52	14	2	0	3.735	4.000	0.503

EDUCATION

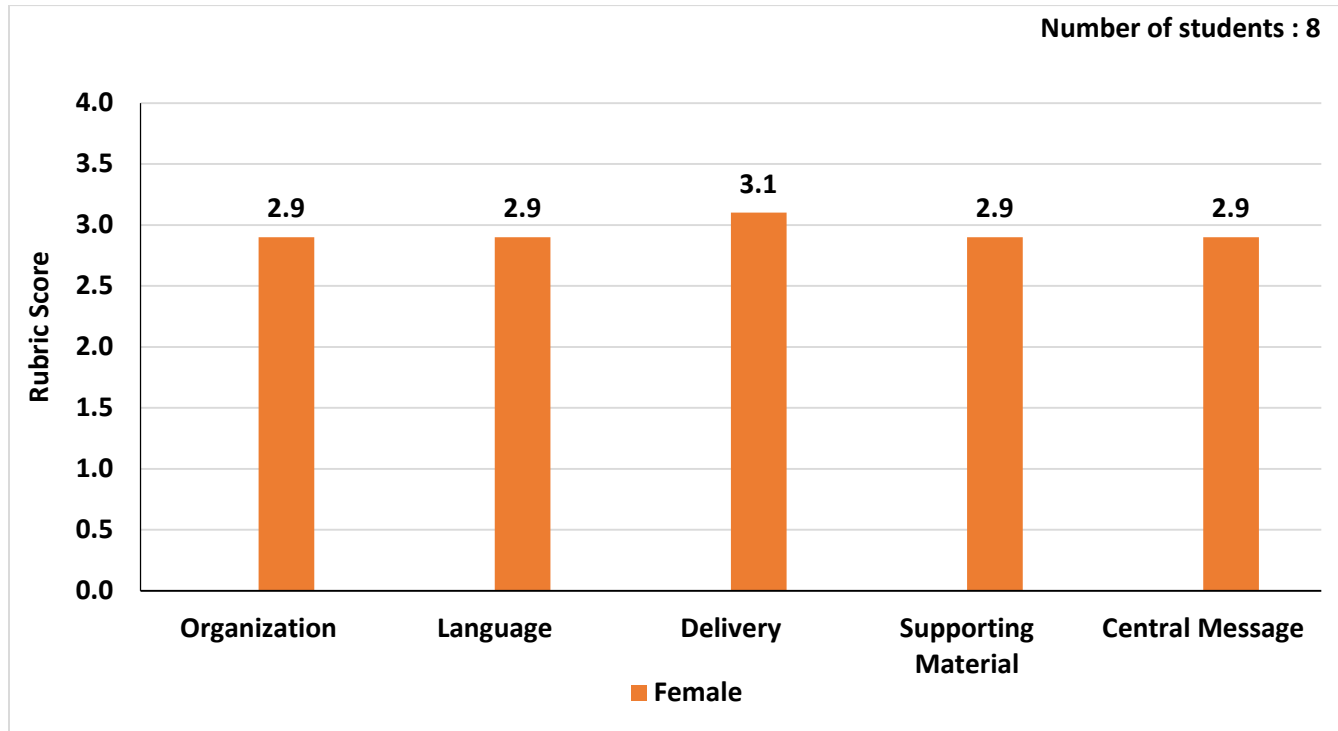
EDUC 531

Average Scores by Dimension



Dimension	Total
Organization	2.9
Language	2.9
Delivery	3.1
Supporting Material	2.9
Central Message	2.9

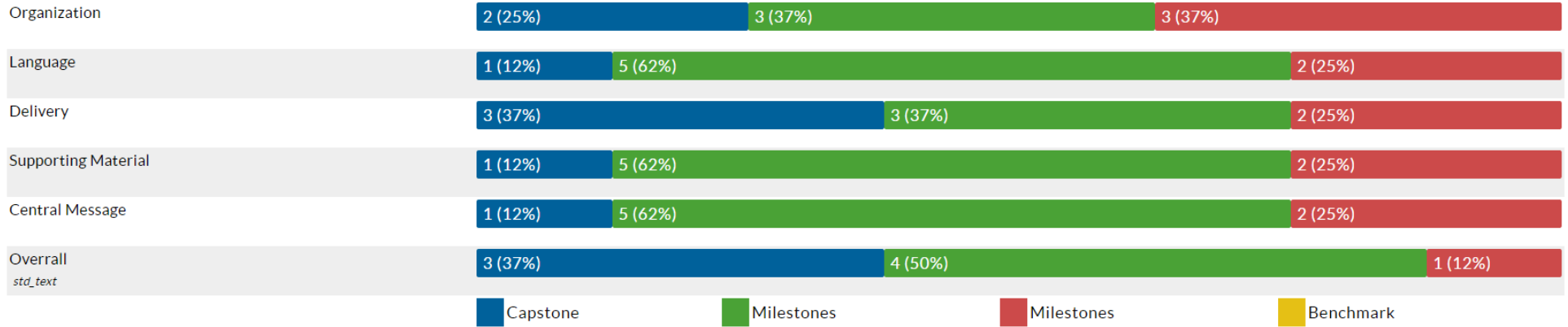
Average Scores by Gender



Dimension	Female (n=8)
Organization	2.9
Language	2.9
Delivery	3.1
Supporting Material	2.9
Central Message	2.9

Core Competencies: Oral Communication

EDUC 531

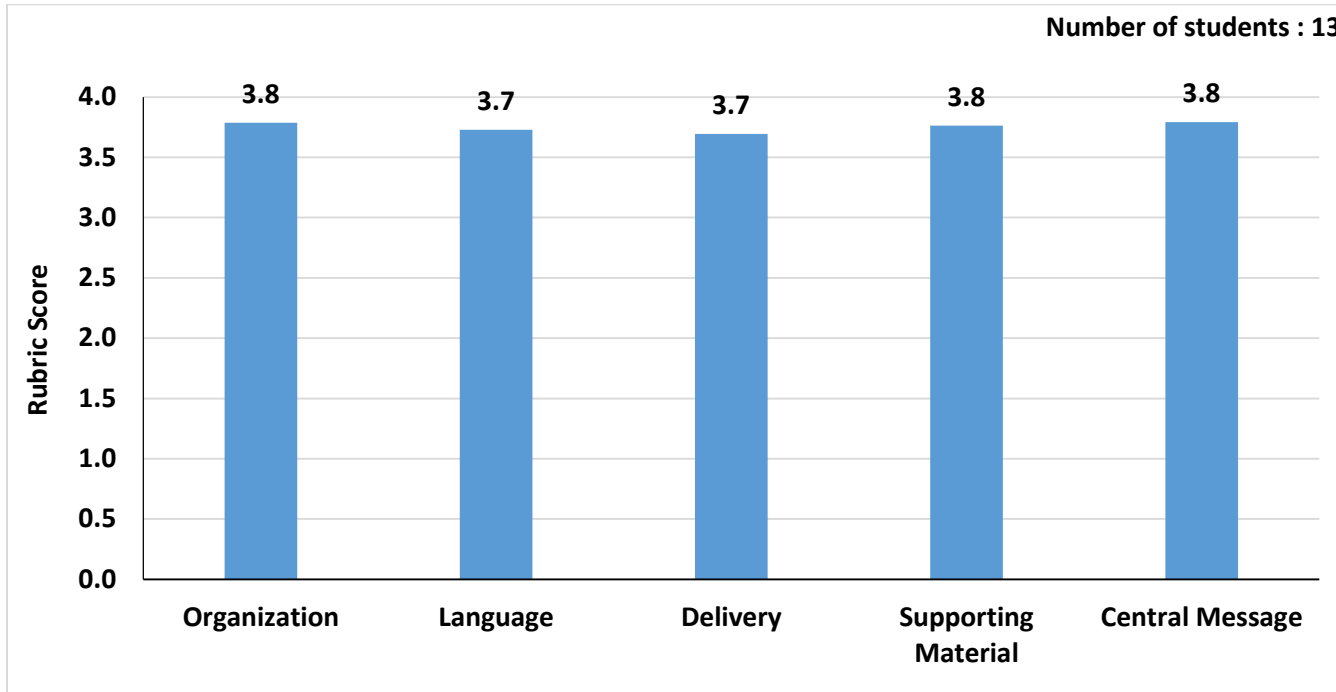


	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	2	3	3	0	2.875	2.000	0.781
Language	1	5	2	0	2.875	3.000	0.599
Delivery	3	3	2	0	3.125	3.000	0.781
Supporting Material	1	5	2	0	2.875	3.000	0.599
Central Message	1	5	2	0	2.875	3.000	0.599
Overall	3	4	1	0	3.250	3.000	0.661

PUBLIC RELATIONS

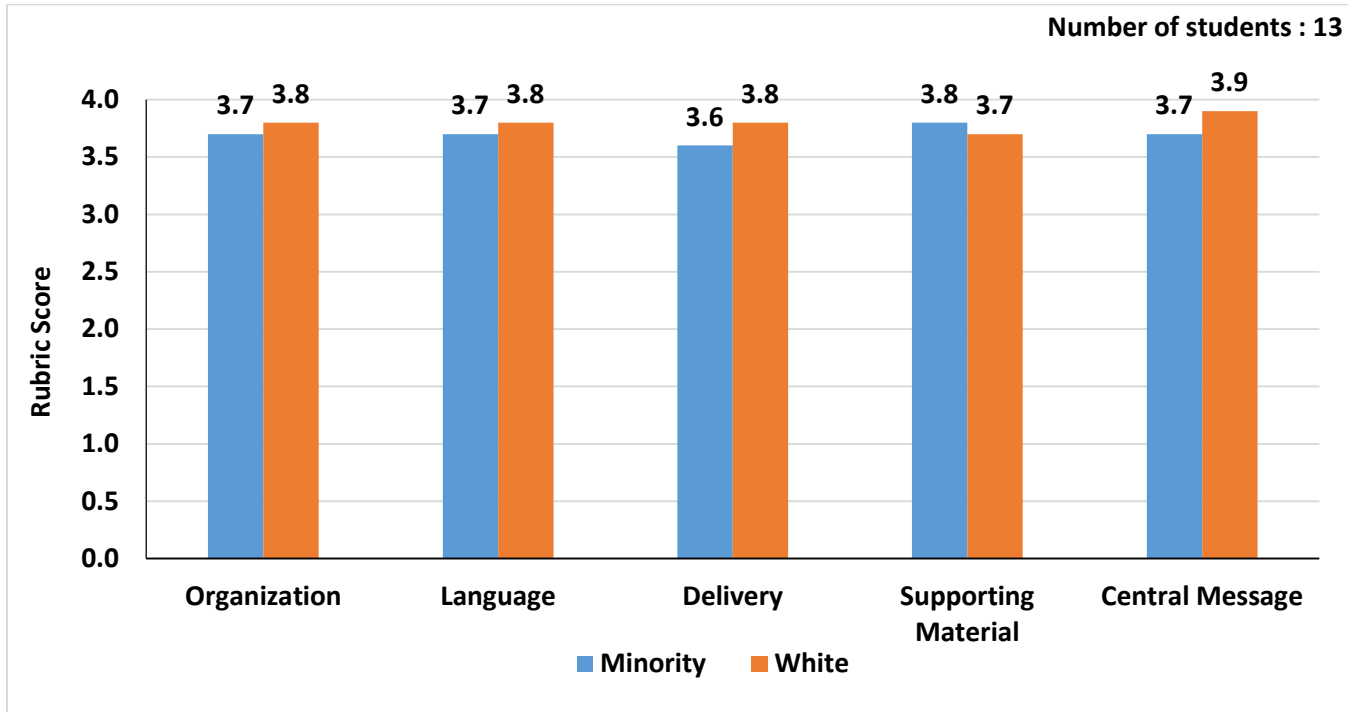
PR 555

Average Scores by Dimension



Dimension	Total
Organization	3.8
Language	3.7
Delivery	3.7
Supporting Material	3.8
Central Message	3.8

Average Scores by Ethnicity



Dimension	Minority (n=7)	White (n=6)
Organization	3.7	3.8
Language	3.7	3.8
Delivery	3.6	3.8
Supporting Material	3.8	3.7
Central Message	3.7	3.9

*The following minorities were categorized under the ethnicity “minority” to protect the identities of students from majors with small enrollment: “Hispanic or Latino”, “American Indian or Alaska Native”, “Asian”, “Black or African American”, “Native Hawaiian or Other Pacific Islander”, “Two or more Races”, and “Race/ethnicity unknown”.

Core Competencies: Oral Communication

PR 555-01



	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	6	0	1	0	3.714	4.000	0.700
Language	6	1	0	0	3.857	4.000	0.350
Delivery	6	1	0	0	3.857	4.000	0.350
Supporting Material	6	0	1	0	3.714	4.000	0.700
Central Message	6	0	1	0	3.714	4.000	0.700
Overall	0	0	0	0	0.000	NA	0.000

Core Competencies: Oral Communication

PR 555-02

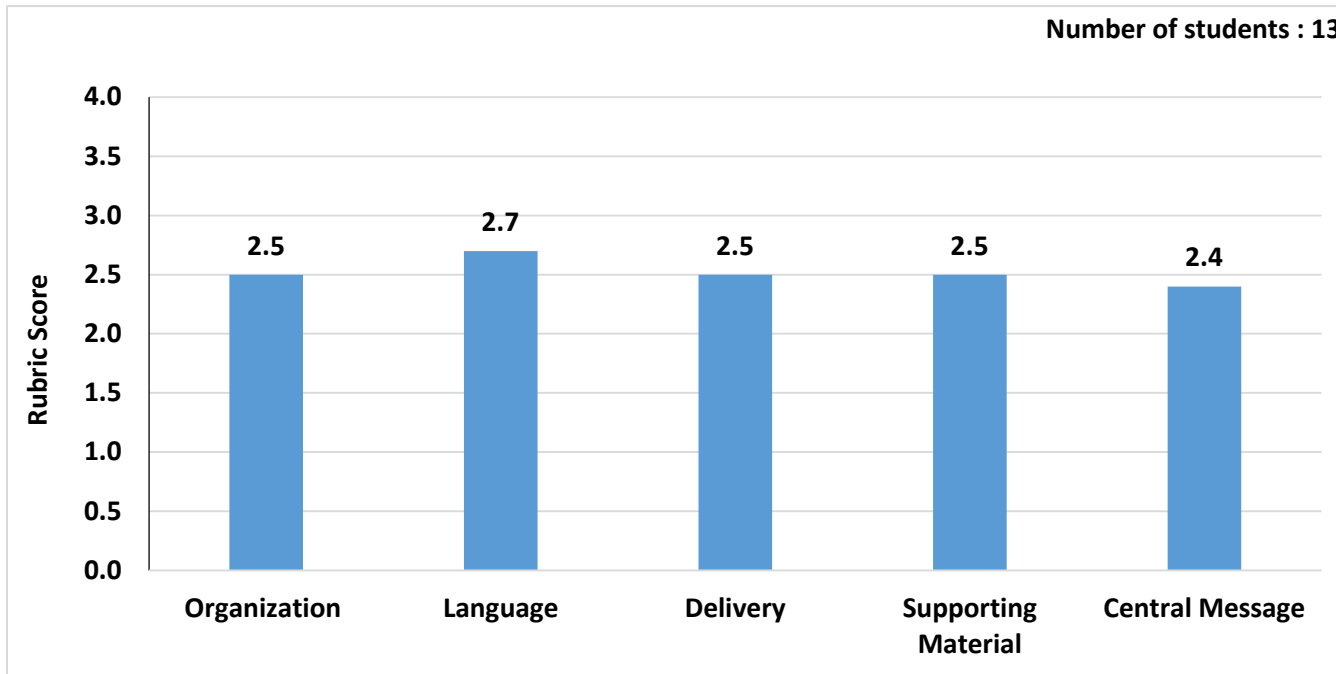


	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	5	1	0	0	3.833	4.000	0.373
Language	6	0	0	0	4.000	4.000	0.000
Delivery	3	3	0	0	3.500	3.000	0.500
Supporting Material	5	1	0	0	3.833	4.000	0.373
Central Message	6	0	0	0	4.000	4.000	0.000
Overall	0	0	0	0	0.000	NA	0.000

PHILOSOPHY

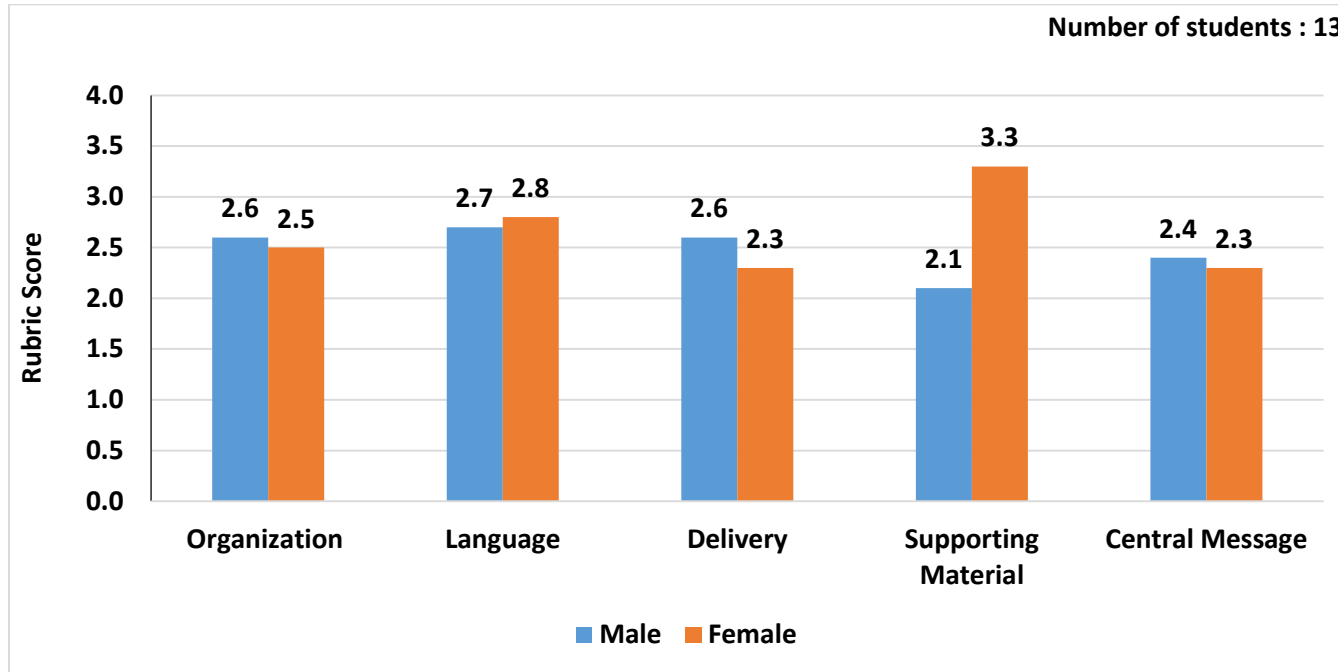
PHIL 410

Average Scores by Dimension



Dimension	Total
Organization	2.5
Language	2.7
Delivery	2.5
Supporting Material	2.5
Central Message	2.4

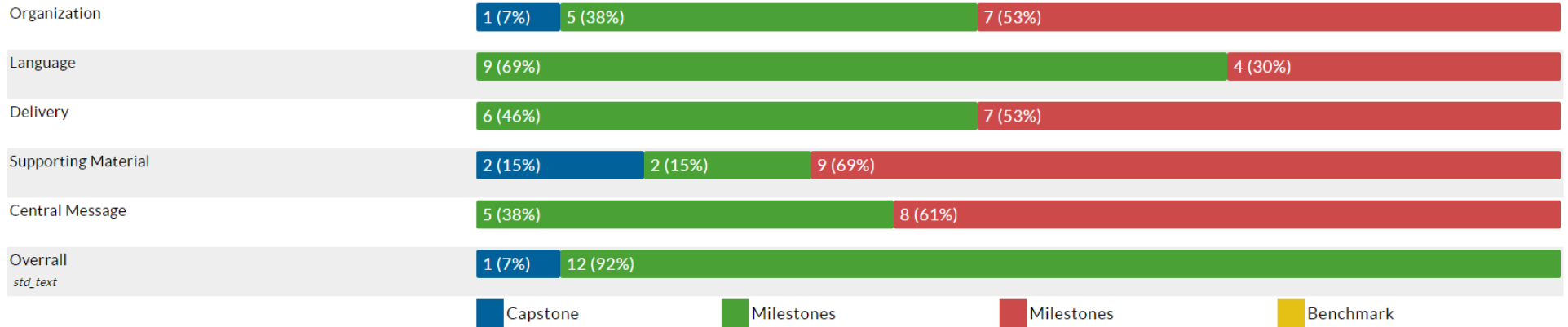
Average Scores by Gender



Dimension	Male (n=9)	Female (n=4)
Organization	2.6	2.5
Language	2.7	2.8
Delivery	2.6	2.3
Supporting Material	2.1	3.3
Central Message	2.4	2.3

Core Competencies: Oral Communication

PHIL 410

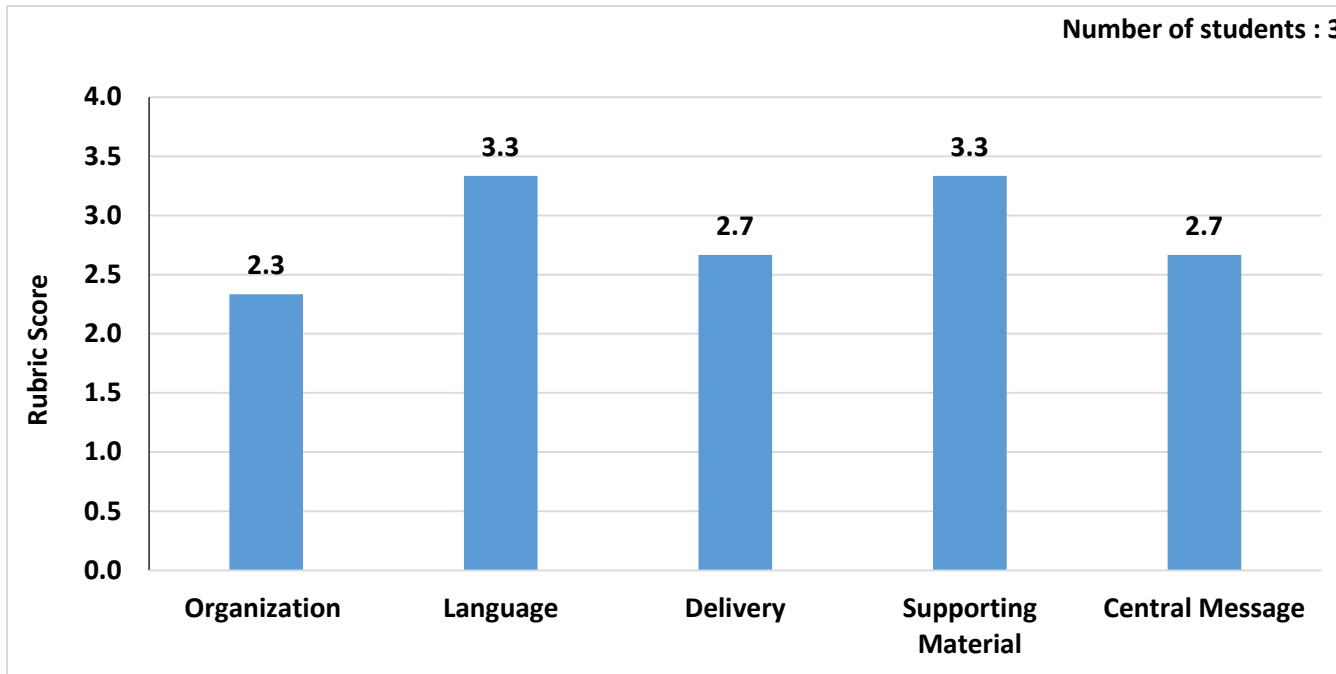


	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	1	5	7	0	2.538	2.000	0.634
Language	0	9	4	0	2.692	3.000	0.462
Delivery	0	6	7	0	2.462	2.000	0.499
Supporting Material	2	2	9	0	2.462	2.000	0.746
Central Message	0	5	8	0	2.385	2.000	0.487
Overall	1	12	0	0	3.077	3.000	0.266

THEATRE

THEA 312

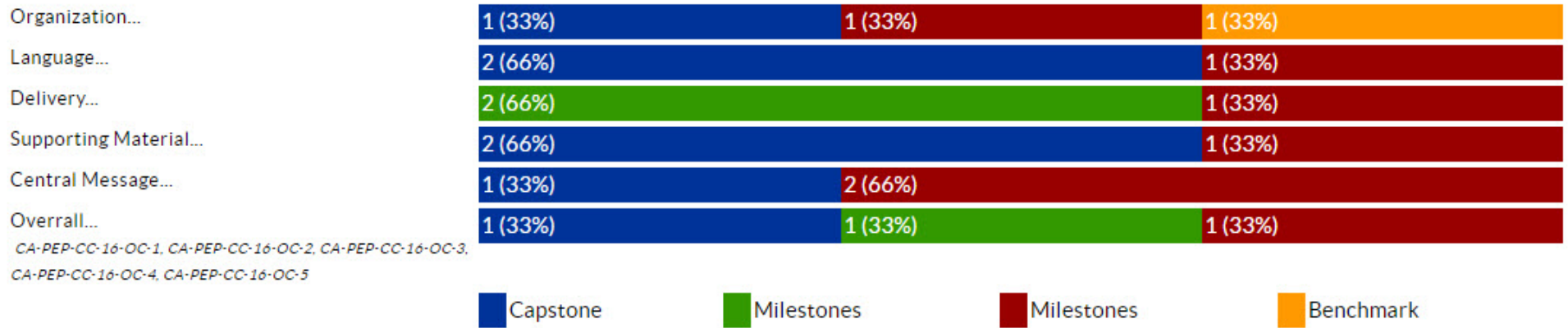
Average Scores by Dimension



Dimension	Total
Organization	2.3
Language	3.3
Delivery	2.7
Supporting Material	3.3
Central Message	2.7

Core Competencies: Oral Communication

THEA 312

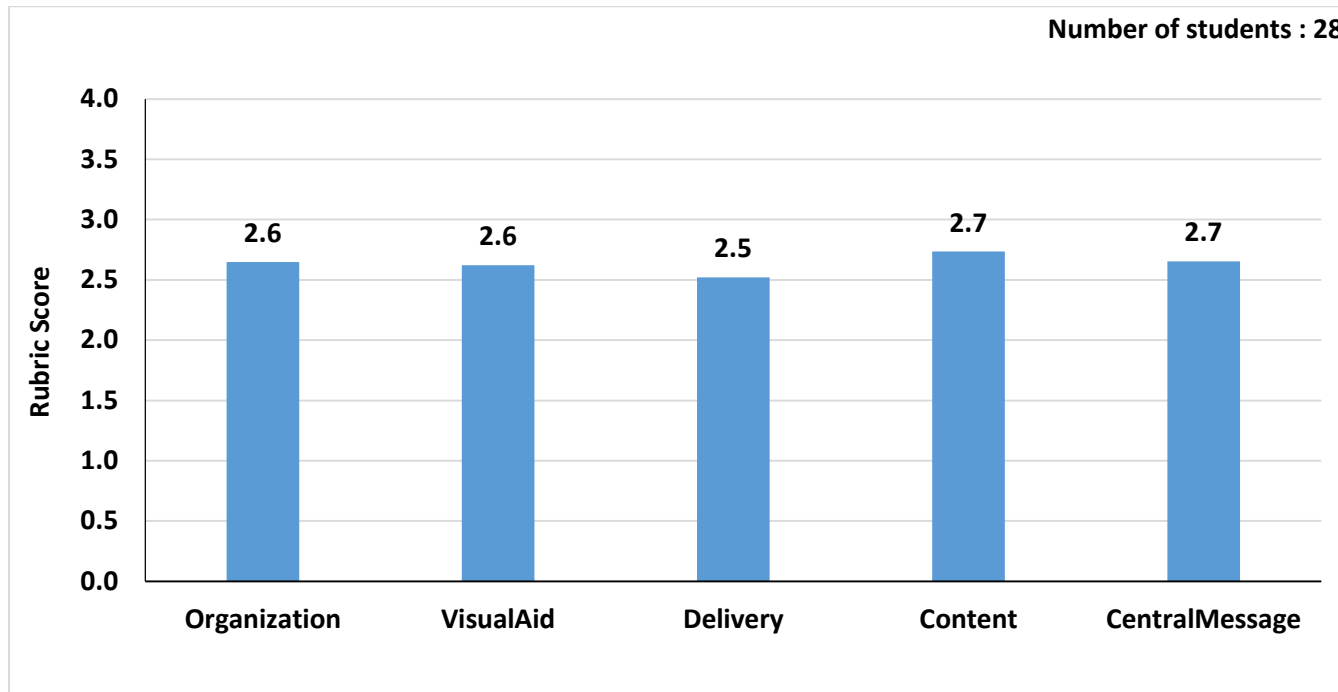


	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	1	0	1	1	2.333	1.000	1.247
Language	2	0	1	0	3.333	4.000	0.943
Delivery	0	2	1	0	2.667	3.000	0.471
Supporting Material	2	0	1	0	3.333	4.000	0.943
Central Message	1	0	2	0	2.667	2.000	0.943
Overall	1	1	1	0	3.000	2.000	0.816

COMMUNICATIONS

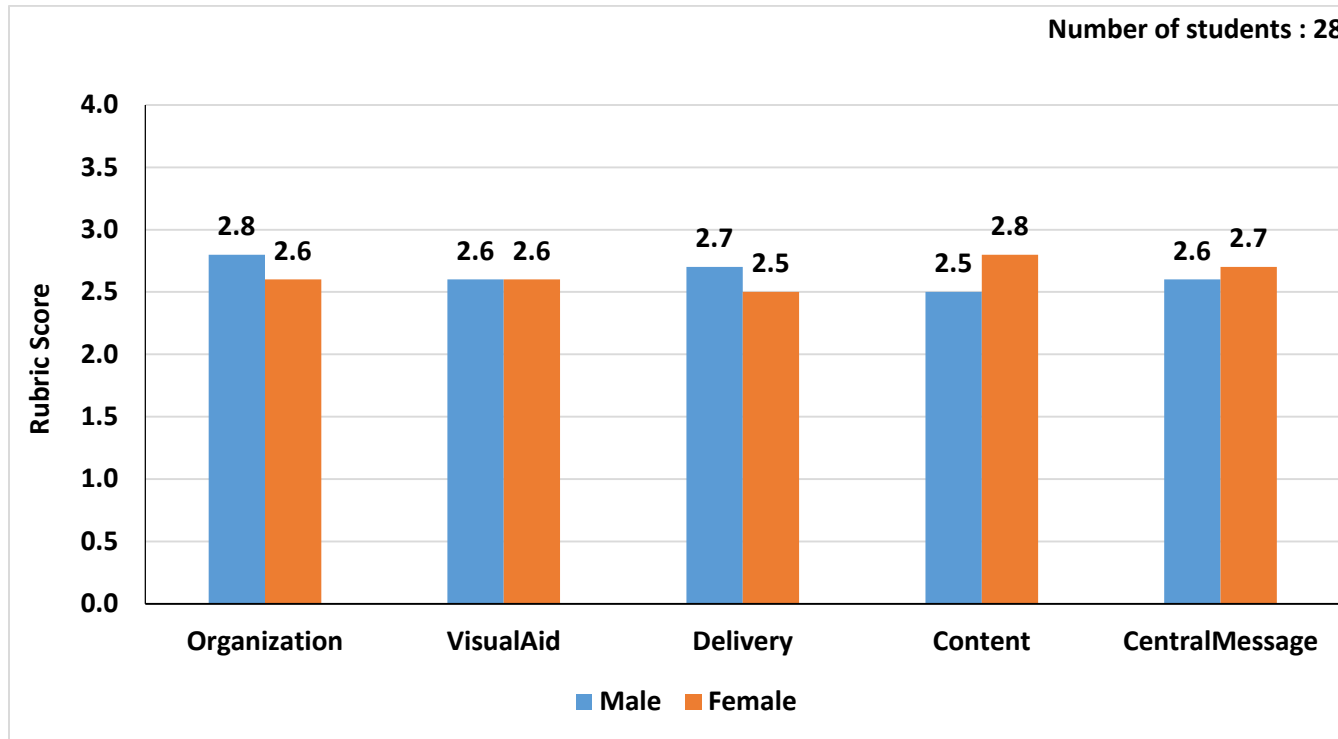
COM 450

Average Scores by Dimension



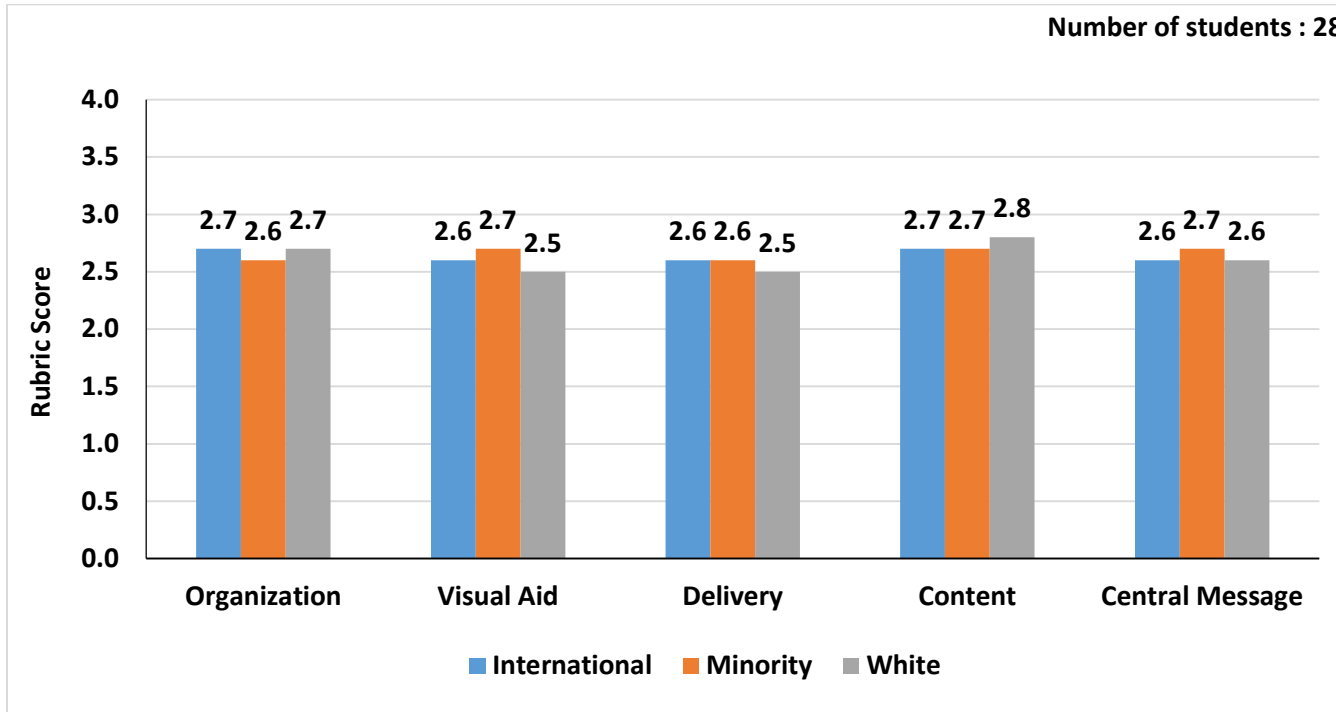
Dimension	Total
Organization	2.6
Visual Aid	2.6
Delivery	2.5
Content	2.7
Central Message	2.7

Average Scores by Gender



Dimension	Male (n=3)	Female (n=25)
Organization	2.8	2.6
Visual Aid	2.6	2.6
Delivery	2.7	2.5
Content	2.5	2.8
Central Message	2.6	2.7

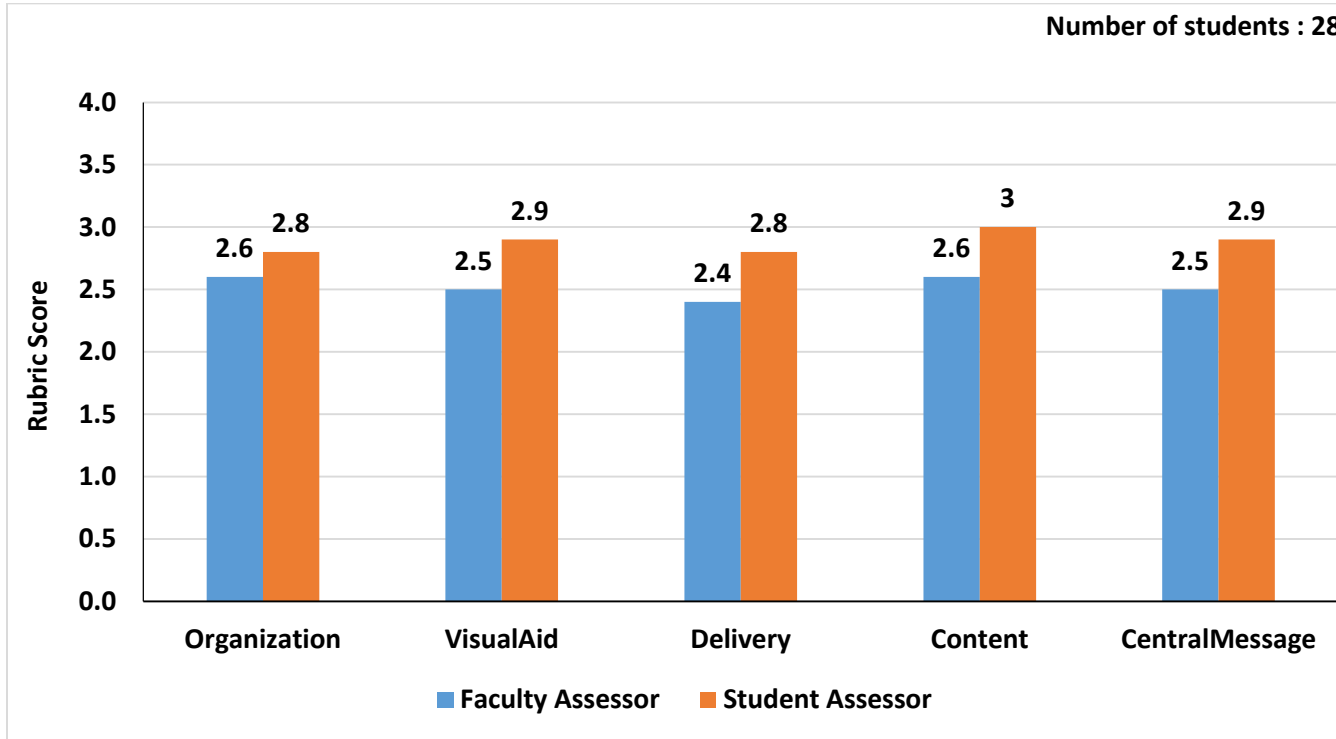
Average Scores by Ethnicity



Dimension	International (n=2)	Minority (n=11)	White (n=15)
Organization	2.7	2.6	2.7
Visual Aid	2.6	2.7	2.5
Delivery	2.6	2.6	2.5
Content	2.7	2.7	2.8
Central Message	2.6	2.7	2.6

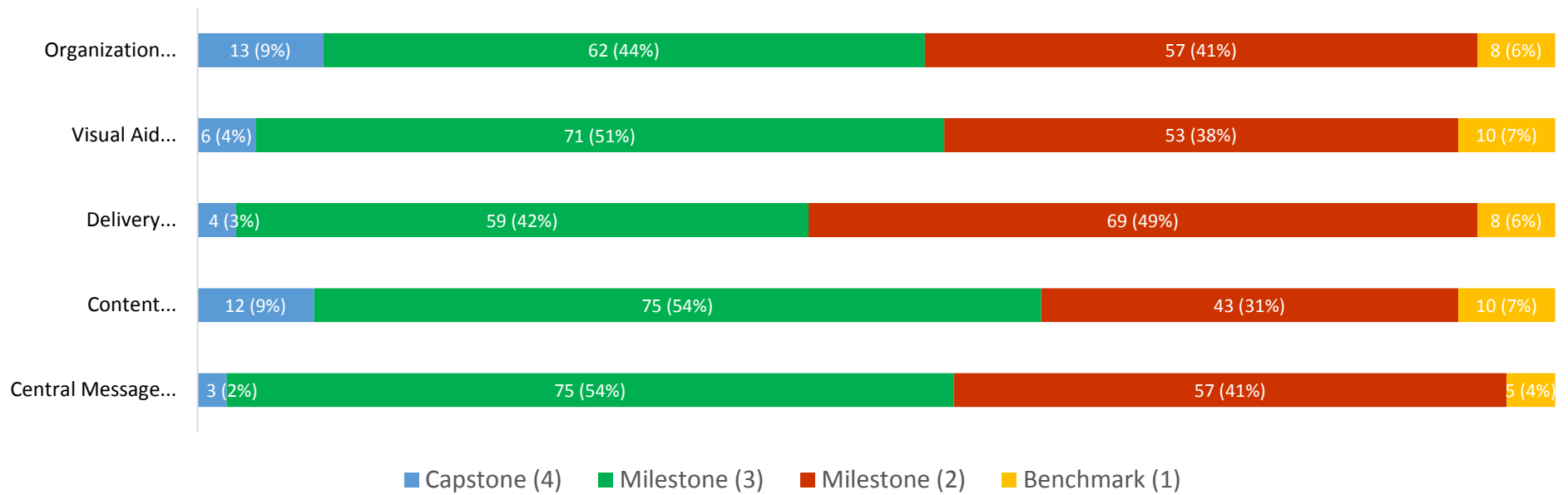
*The following minorities were categorized under the ethnicity “minority” to protect the identities of students from majors with small enrollment: “Hispanic or Latino”, “American Indian or Alaska Native”, “Asian”, “Black or African American”, “Native Hawaiian or Other Pacific Islander”, “Two or more Races”, and “Race/ethnicity unknown”.

Average Scores by Assessor



Dimension	Faculty Assessor	Student Assessor
Organization	2.6	2.8
Visual Aid	2.5	2.9
Delivery	2.4	2.8
Content	2.6	3.0
Central Message	2.5	2.9

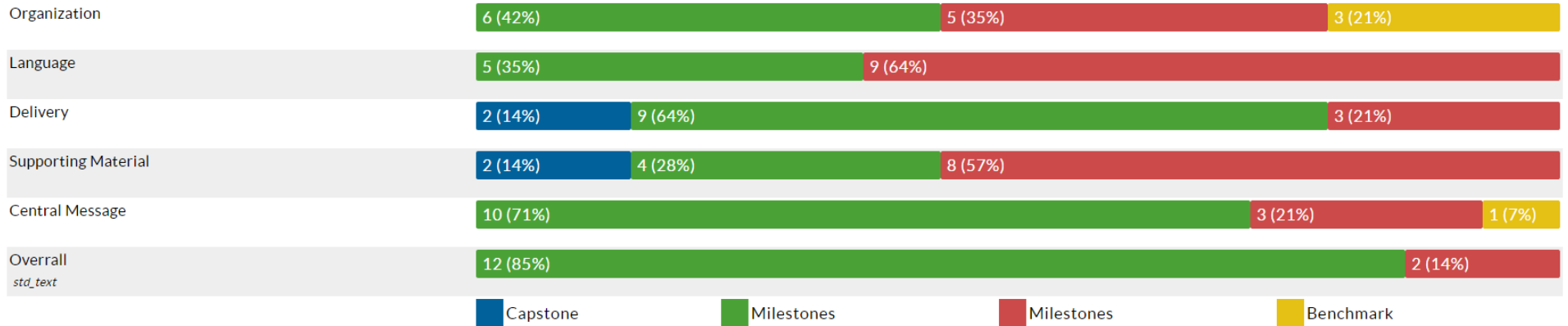
Core Competencies: Oral Communication



	Capstone (4 pts)	Milestone (3 pts)	Milestone (2 pts)	Benchmark (1 pts)	Mean	Mode	Stdev
Organization	13	62	57	8	2.571	3.000	0.741
Visual Aid	6	71	53	10	2.521	3.000	0.694
Delivery	4	59	69	8	2.421	3.000	0.647
Content	12	75	43	10	2.636	2.000	0.741
Central Message	3	75	57	5	2.543	2.000	0.604

GROUP PROJECTS

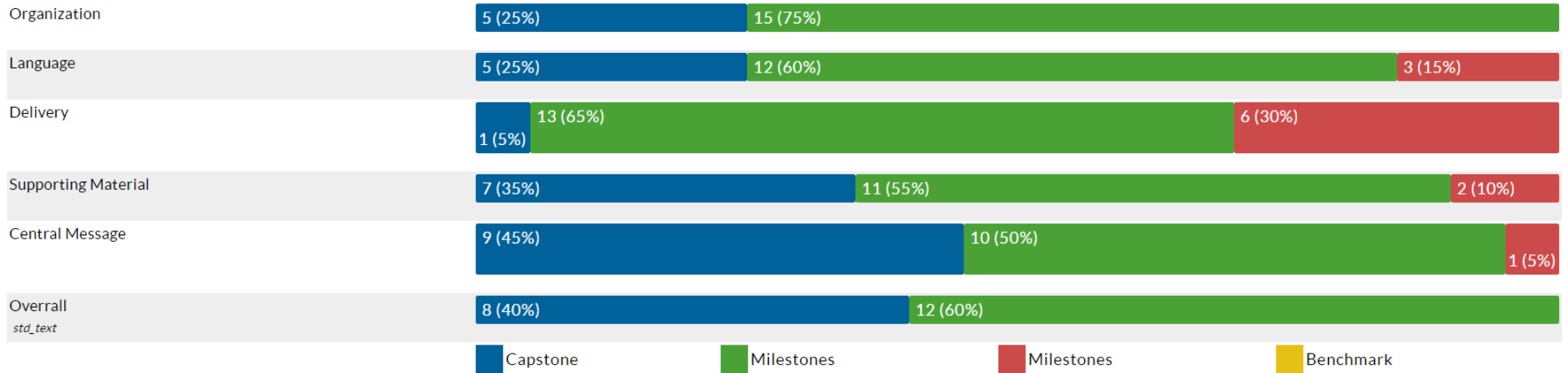
ECON 492



	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	0	6	5	3	2.214	3.000	0.773
Language	0	5	9	0	2.357	2.000	0.479
Delivery	2	9	3	0	2.929	3.000	0.593
Supporting Material	2	4	8	0	2.571	2.000	0.728
Central Message	0	10	3	1	2.643	3.000	0.610
Overall	0	12	2	0	2.857	3.000	0.350

Core Competencies: Oral Communication

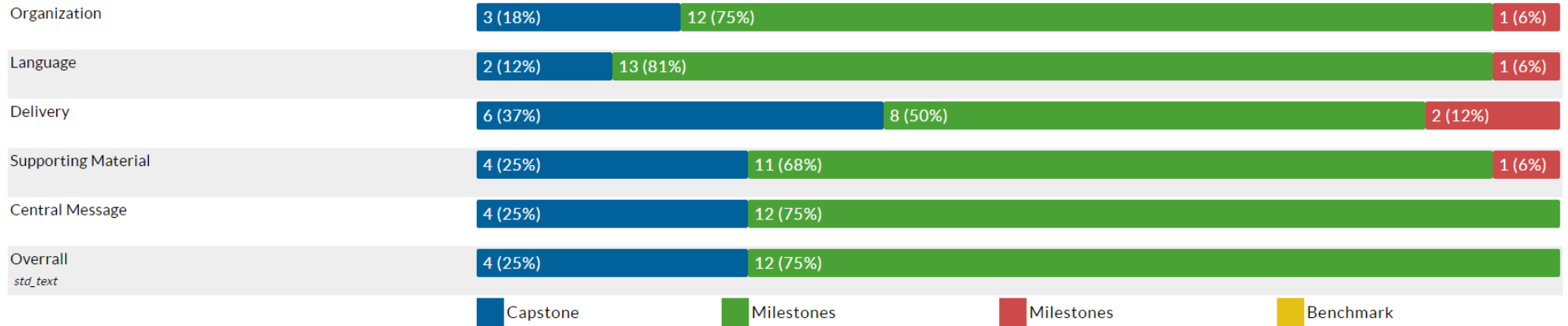
PSYC 310-01 (Fall 2015)



	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	5	15	0	0	3.250	3.000	0.433
Language	5	12	3	0	3.100	3.000	0.624
Delivery	1	13	6	0	2.750	3.000	0.536
Supporting Material	7	11	2	0	3.250	3.000	0.622
Central Message	9	10	1	0	3.400	3.000	0.583
Overall	8	12	0	0	3.400	3.000	0.490

Core Competencies: Oral Communication

PSYC 310-02 (Fall 2015)



	Capstone (4 pts)	Milestones (3 pts)	Milestones (2 pts)	Benchmark (1 pt)	Mean	Mode	Stdev
Organization	3	12	1	0	3.125	3.000	0.484
Language	2	13	1	0	3.062	3.000	0.428
Delivery	6	8	2	0	3.250	3.000	0.661
Supporting Material	4	11	1	0	3.188	3.000	0.527
Central Message	4	12	0	0	3.250	3.000	0.433
Overall	4	12	0	0	3.250	3.000	0.433