



University Summary Report: Oral Communication Assessment of Student Learning

September 27, 2021 v1

INTRODUCTION

Special Note about COVID-19: While all assessment work referenced in this report was completed as scheduled, the COVID-19 pandemic that began in the Spring of 2020 and continued to impact the University through the Fall of 2021 when this report was written. This includes the collection, assessment, and analysis of student work in college discussions, and implementing college and University changes - all of which were impacted to some degree.

The Educational Effectiveness Committee, along with other academic committees such as CAPR and the ILO Subcommittee, supported ongoing assessment and reflection about student learning for mindful, flexible, and nimble decision making during this dynamic period. Additionally, teaching, learning, and assessment discussions and decision-making related to diversity, inclusion, and social justice issues continued to be a critical part of academic assessment during this time.

Purpose

[Institutional Learning Outcomes \(ILOs\)](#) are those learning outcomes that are expected of every graduate of the institution, both undergraduate and graduate, and are closely aligned with [General Education](#) requirements. ILO Assessment follows the [ILO Long Term Assessment Plan](#) which aligns the assessment schedule for undergraduate, graduate, and general education assessment.

Following the schedule for the [ILO Long Term Assessment Plan](#), Cal State East Bay gathered recent student learning data and information to support the assessment of the University's Oral Communication Institutional Learning Outcomes intended to provide additional context for existing academic review discussions, analysis, and decision making to improve student learning.

Overview of Oral Communication

At Cal State East Bay, proficiency in [oral communication](#) at the foundational level (GE Area A1) is demonstrated through an audience-centered message, the comprehensive use of rhetorical elements, skillful presentation delivery, effective messaging, and consistent reflexivity. Students are expected to build upon and apply these foundational oral communication thinking skills in their upper-division GE courses in Arts/Humanities and Social Sciences as well as in their major-level courses. Transfer students are presumed to be ready to step into upper-division GE and upper-division major-level courses which emphasize oral communication.

METHODS

Relevant data and university sources for Oral Communication were gathered from several relevant sources (Table 1). Additionally, colleges will integrate relevant program review data into college discussions as appropriate (e.g. program reviews, college surveys).

Table 1. Sources of key data, sources, and dates of collection for ILO Oral Communication assessment

Key Data and University Sources	Date
Pilot Assessment of GE A1 (Oral Communication)	Fall 2020
Assessment of Undergraduate Senior Level Student Work for Oral Communication	2020-2021
Assessment of Graduate Level Student Work for Oral Communication	2020-2021
Co-curricular Support and Assessment of Oral Communications	
Communications Laboratory	2019-2021
Center for Student Research	2020-2021
Student Life and Leadership	2020-21

Support to Faculty with a Course Being Assessed

Faculty with an undergraduate upper division course being assessed for the ILO of Oral Communication were provided detailed instructions on aligning one or more assignments to the [ILO Oral Communication rubric](#), a faculty peer developed [ILO Oral Assignment Guide](#) to help faculty craft assignments that allow students to demonstrate their achievement of the ILO of Oral Communication, and the offer of one-on-one-support by their college and Academic Programs and Services.

Pilot Assessment of GE A1 (Oral Communication)

For the pilot assessment of GE Area A1, 57 final student oral presentations across four sections of COMM 100 Public Speaking were recorded in live Zoom sessions or via Go React. Each presentation was evaluated by two different faculty evaluators (from a team of four trained faculty from the Department of Communication) using the GE Area A1 Oral Communication Rubric, which was developed in Spring 2020 by faculty in the Department of Communication in collaboration with the Office of GE.

Assessment of Undergraduate Senior Level Student Work for ILO Oral Communication 2020-2021

Undergraduate courses aligned to ILO Oral Communication: Twelve (12) senior level course sections were aligned to the ILO of Oral Communication (Table 2). These courses represented eight disciplines from the four colleges: College of Letters, Arts, and Social Sciences (CLASS), College of Science (CSCI), College of Education and Allied Studies (CEAS), and the College of Business (CBE).

Table 2. Numbers of courses assessed by college for ILO Oral Communications 2020-2021

College	Departments Represented	# Course sections Assessed
CEAS	Kinesiology	4
CBE	Management	2
CSCI	Biology Math Physics	3
CLASS	Dance English SLHS	3
Total		12

Faculty Assessed Student Work: For each course section being assessed, four student recordings were randomly selected by the Online Campus assessment liaison. In two instances, recordings were provided directly by faculty. Most recordings were individual presentations, and several were group recordings of 2-3 students. Students recorded presentations using a variety of media including Zoom, Go React (a Blackboard Tool), or their phones. Each student work sample was assessed by two trained faculty assessors. [Assessment and Calibration Training](#) was provided to the participating faculty representing the four colleges and Library Services. Trained faculty assessed four samples of student work from each participating course at the end of the academic year 2020-20201 using the [ILO Oral Communication rubric](#).

Assessment of Graduate Level ILO Oral Communication Student Work 2020-2021

Academic Senate policy requires that graduate programs align to at least two ILOs as specified in the ILO Long-Term Assessment Plan. Two of the thirty-five graduate programs at CSUEB chose to align one or more of their Program Learning Outcomes with the Oral Communication ILO and hence participated in assessment of that ILO in 2020-2021. One additional program chose to assess the ILO although they had not chosen to formally align a PLO to the ILO. Due to the wide variation in the goals of the various graduate programs with respect to the Oral Communication ILO (e.g., use of evidence in quantitative vs. qualitative disciplines), each graduate program was asked to develop program-specific rubrics for assessing the Oral Communication ILO. Each participating program identified one or more graduate courses in which the ILO was to be assessed, and the instructor of the course was asked to develop an assignment that could be effectively used for assessment purposes. Individual programs decided how many samples they would gather in each assessed course and also identified faculty members responsible for applying the program-specific rubrics to generate the assessment data. Preliminary results were solicited during Summer 2021. The final results of the assessment efforts are to be provided in each program's annual report to CAPR, due in October 2021.

Co-curricular: Communications Laboratory

The Department of Communication sponsors the [Communication Laboratory](#), (“Lab”) providing communication-related support services to students across the campus community. In addition to more general help, students enrolled in Public Speaking or Interpersonal Communication General Education courses can drop in for

assistance and support with their assignments. Peer tutors help students research, organize, outline, and deliver oral presentations.

Since 1985, the Communication Lab (Speech Lab at its opening in 1985) has served the Communication Department for Public Speaking Classes and upper division Communication classes, allowing all majors to benefit from tutor feedback and advice on presentations for any class or major. During the 2020-2021 academic year, Interpersonal Communication classes have also been added to those that are served by the Lab, and students are now assisted in gaining practical experience in various communication challenges such as interviewing, negotiation and conflict resolution, customer service communication and management, listening skills, etc. Beginning mid-Spring 2020 semester, the Lab moved to a remote instruction format with Zoom links for student visits; this has worked out well, and the Zoom connection will be kept for online classes and students who cannot regularly visit campus in person; however, once the campus opens up again to in-person classes, the Lab plans to serve students both in the drop-in format and online. It plans to also continue expanding on its services for public speaking and beyond, hoping to include help with general presentations, personal communication skills, and career centered communication.

Co-curricular: Center for Student Research Scholars Program

The [Center for Student Research Scholars Program](#) provides students with faculty-mentoring outside-of-the-classroom on a research or creative activity project related to an academic discipline. Part of the student research scholars program experience includes building oral communication skills through research presentations including an annual [CSU Student Research Competition](#) where students are paired with a faculty research mentor and are judged for their presentations using a rubric with seven [oral communication criterion](#).

Co-curricular: Student Life and Leadership

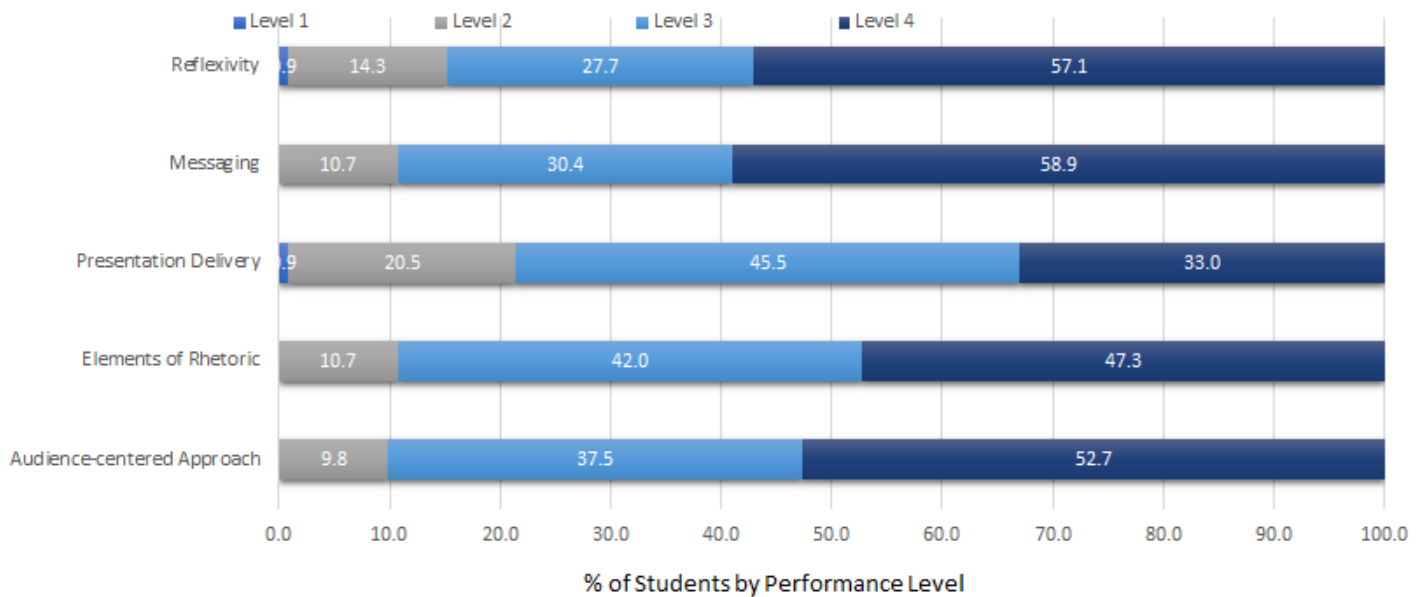
During their time at CSUEB, many students participate in a variety of educational and social activities outside the classroom, many of which help build oral communication and interpersonal skills. Some examples include:

- [Associated Students Incorporated](#) (ASI) student government leaders meet regularly to provide the bridge from administration to the student body. The use of Robert's Rules helps student leaders learn a new skill set in how to properly run meetings;
- Over 130 student [clubs and organizations](#) on campus provide opportunities for students to practice their oral communication skills by leading and attending group meetings;
- [Housing and Residence Life](#) student staff members meet one-one-on with residential students living in their communities;
- [Welcome Center Student Ambassadors](#) provide prospective students campus tours;
- [The Orientation Team](#) The "O Team" of students lead year-round efforts to on-board incoming students and their families in both English and Spanish.

RESULTS

Assessment of Oral Communication Undergraduate Student Work 2020-2021

Pilot Assessment of GE A1 (Oral Communication)



Of the 57 students sampled in COMM 100 in Fall 2020, proficiency (as indicated by performance levels 3-4) in the dimension of reflexivity was achieved by 84.8% of the students; in the dimension of messaging by 89.3%; in the dimension of presentation delivery by 78.6%; in elements of rhetoric by 89.3%; and in the audience-centered approach in 90.2% of the students (see figure above). Additional analyses of inter-rater reliability and student pass rates in COMM 100 will be provided in the GE A1 Oral Communication Assessment Report that will be posted to the [GE Assessment](#) website.

Assessment of Senior Level Work for ILO Oral Communication

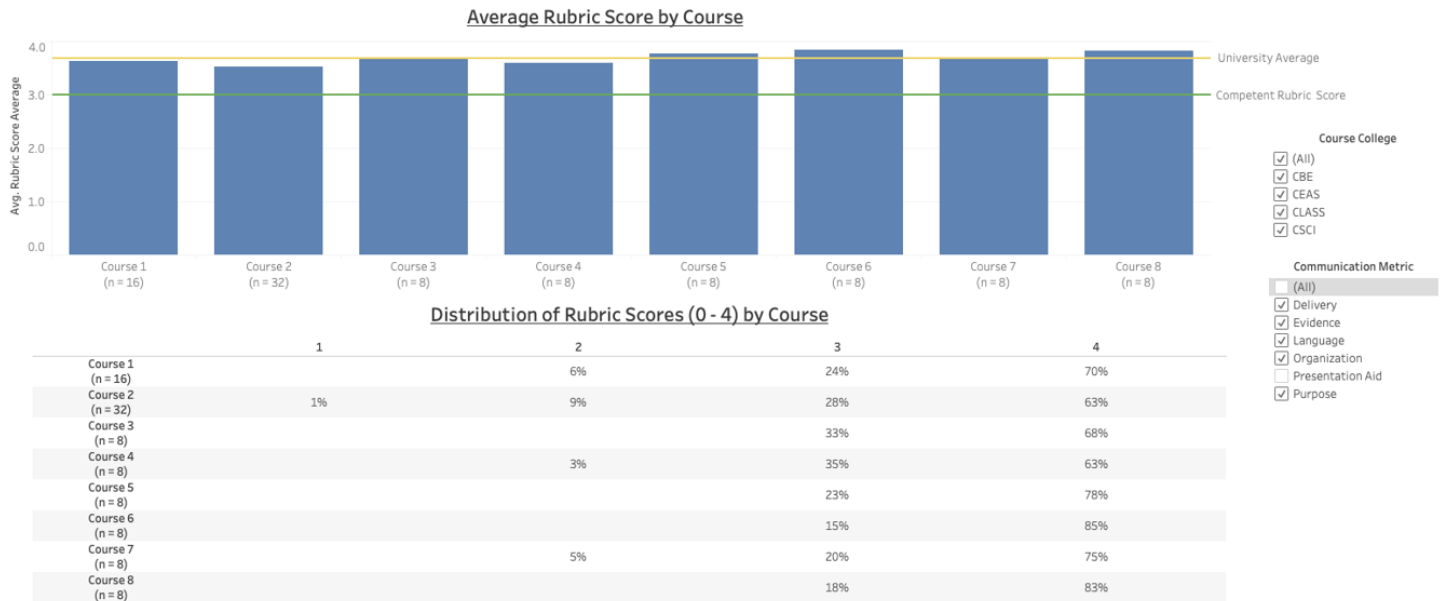
Figure 1. Overall assessment results for five of the seven [ILO Oral Communication](#) Categories: Purpose, Organization, Evidence, Delivery, and Language. Audience Engagement was not assessed as audience Q & A was not conducted in the samples that were collected.

Presentation Aids were assessed for presentations that students used slides. Each student work sample was assessed twice by two different trained faculty assessors. Faculty assessed four (4) student recording samples from each of the 12 course sections using the ILO Oral Communication rubric. 48 total student recording samples were assessed twice for a total of 96 assessments. Results were combined for multiple sections from the same course.

2020-2021 ILO Assessment: Oral Communication

Select the course(s) college affiliation and oral communication metric(s) you are interested in viewing by using the filters on the right side of the page to view the metric's average score and the distribution of rubric scores. Further breakdown of interrater reliability is available on the additional dashboard tab.

Note: Student demographic information is not available for this ILO



Additional breakdown of data including college specific results are available through this link: [Oral Comm: https://analytics.csueastbay.edu/](https://analytics.csueastbay.edu/) -> Click on "Explore" on the left-hand panel -> Public IER -> Course Analysis -> ILO Communication (2020-2021). Results are also on the [Institutional Effectiveness and Research](#) dashboard. As individual faculty and students are not identified in this institutional assessment, disaggregated results will be identified as "Course 1" etc. so that individual courses and faculty cannot be identified. Faculty who would like to know their results will be provided their course information by Associates Deans.

Faculty Feedback on ILO Oral Communication Assignment

The complete feedback from six faculty whose course assignment was assessed in an upper division student presentation in the spring 2021 term and who responded to the end-of-term faculty survey on patterns, the process, and the rubric are [here](#).

The first of two themes related to students adjusting and sometimes struggling with the use of recording technology. The second theme was that the instructors thought students did well on their presentations.

Assessment of Graduate Level ILO Oral Communication Presentations 2020-2021

Graduate programs have been asked to submit the assessment data that they collected in 2020-2021 as part of their annual reports to CAPR, due October 1, 2021. That data will be compiled and summarized to provide college-level and university level views. These views will be made available by late October to prompt discussions by the departments, colleges, and the university at large. In particular, discussions will be initiated within the Graduate Advisory Council.

Co-curricular: Communications Laboratory

In the Spring 2021 semester, the [Communication Laboratory](#), supported 498 Zoom visits to the virtual Lab for seven COMM 100 Public Speaking and four COMM 104 Interpersonal Communication courses supported by eight experienced, trained student tutors, and eight graduate student tutor trainees. In Fall 2020, the Communication Laboratory supported 880 Zoom visits for 16 total courses supported by seven experienced student tutors, and two student tutor trainees.

During the 2020-21 academic year, the Communications laboratory also supported visits from 1,494 students in 28 classes, 810 students were given multiple assignments from 27 classes that required Lab assistance within the area of GE A1 Communications courses.

In the 2019-2020 year, 1,944 visits were made to the Lab by students from 31 classes, with 930 students being given tours of the Lab, and returning to complete multiple required Lab assignments for these classes, including topic selection, research advice, outline checks and assistance, practice speeches and video recorded speech presentations. Additionally, each semester there have been from 8 to 12 tutors who are trained and serve in the Lab as the source of feedback and advice for its many visitors; there have been two graduate classes (with approximately 8 students each) that also require tutoring experience of said classes for their education as potential future professors and lecturers.

Co-curricular: Center for Student Research Scholars Program

In 2021, nine students participated in the [Student Research Competition](#) (SRC) by Zoom hosted by Cal Poly Pomona. In 2020, ten students participated in the competition hosted by Cal State East Bay. An average of ten CSU East Bay students per year have participated since 2014, five of whom have won first or second place during that time.

Co-curricular: Student Life and Leadership

A culminating activity for Student Life and Leadership is the annual Student Leadership Symposium in which students share their knowledge and experience with other student leaders through student-led presentations and discussions.

COLLEGE DISCUSSIONS

College/Unit Discussions

Led by associate deans, each college/unit will decide their own approach to reviewing meaningful results and having productive closing the loop discussions:

Possible Meeting Format

- Brief overview and purpose of wide-scale assessment
- Presentation of key critical thinking results for the college/unit
- Discussion in large or smaller groups: consider questions that fit your college/unit and record discussion results:

First discuss results:

- How does this information fit with our experience of students' development of oral communication skills at Cal State East Bay?
- How do the results compare with program/college for programmatic assessment of oral communication skills?
- What are our students' strengths?
- What are the most noticeable gaps?

Next, discuss possible/tentative course of action

- What seems to be working well that we can further support for building student competency for oral communication?
 - What can we do to improve?
 - How can we better meet students' needs for building oral communication skills at critical junctures for their learning?
- Summarize key topics and possible action steps and review next steps.