

Essential Studies Learning Goal Assessment

Oral Communication Spring 2023

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.
- Full AAC&U rubric is available on [ES Assessment website](#)
- Five rubric aspects:
 - Organization
 - Language
 - Delivery
 - Supporting Materials
 - Central Message

Data Collection Processes

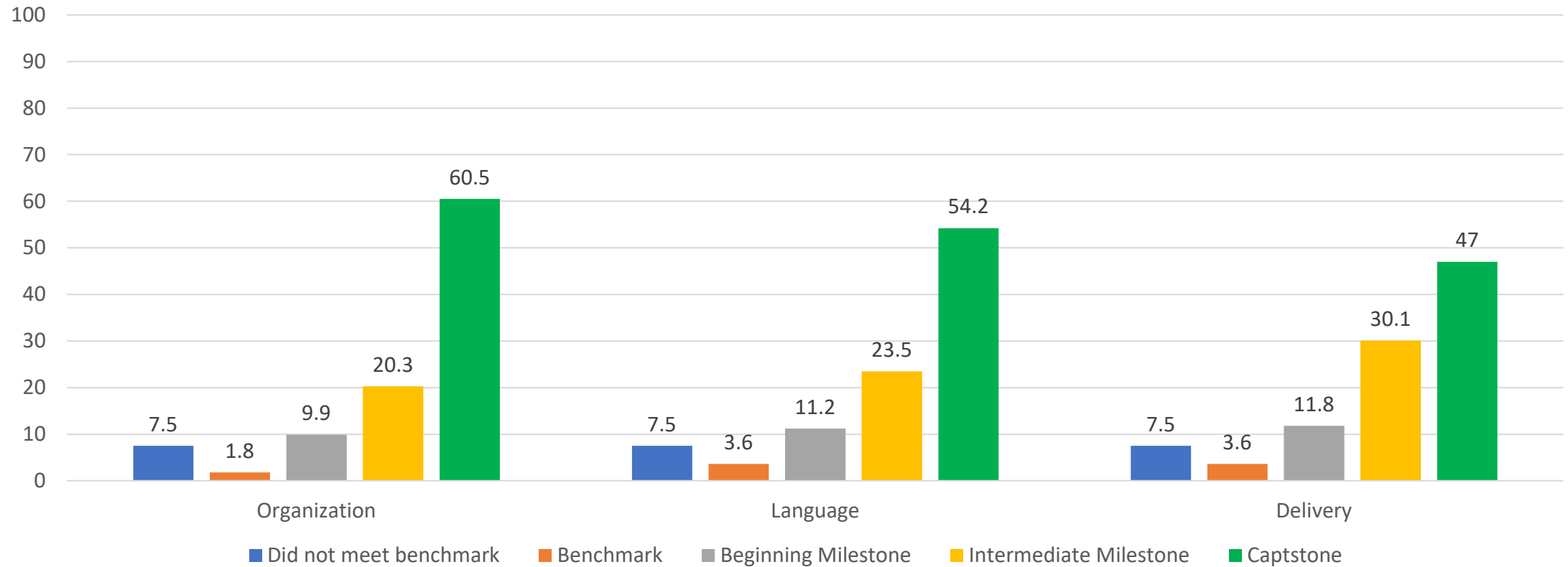
- All instructors teaching oral communication-validated ES courses were asked to provide their assessment data for at least four rubric aspects at the end of the semester in which the course was taught. They attended training or viewed the recorded session on how to use the rubric for assessment within their course prior to the course beginning.
- GEOL 420, LEAD 400, MUSC 441, COMM 110, RHS 200, GEOL 356, GEOL 421, GEOL 422, CHE 412, CHE 413, CSCI 289, EE 481, ME 488, T&L 328
 - Those highlighted did not submit any data

Data Collection

- We collected 11 separate reports for Spring 2023 that included a total of 332 students from 3 different colleges and 7 different departments.
 - Each college had multiple departments represented: College of Arts & Sciences, College of Education & Human Development, and College of Engineering & Mines
- Five reports were from courses delivered in a traditional on campus format and 6 reports were from courses delivered online or hybrid.
- Seven reports were from upper-division courses (300 and 400) and 4 reports were from lower-division courses (100 and 200).

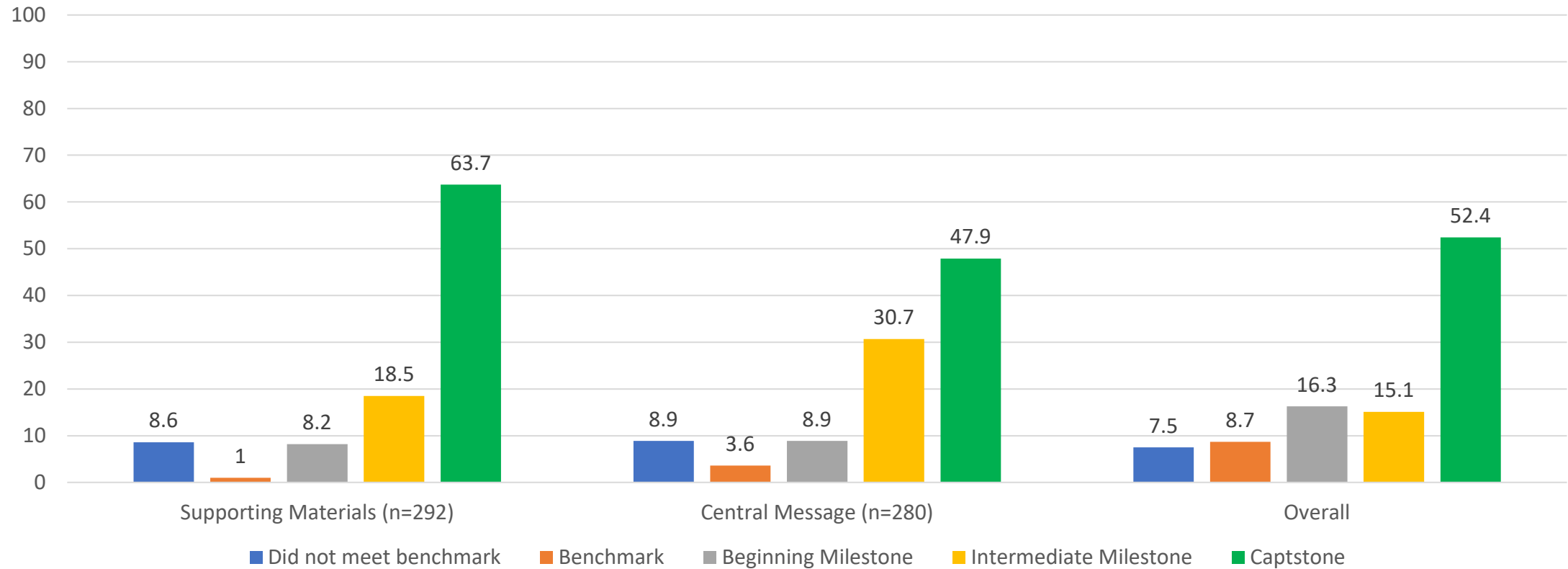
Oral Communication ES Assessment

Percent Reported for all Participants (N = 332)



Oral Communication ES Assessment

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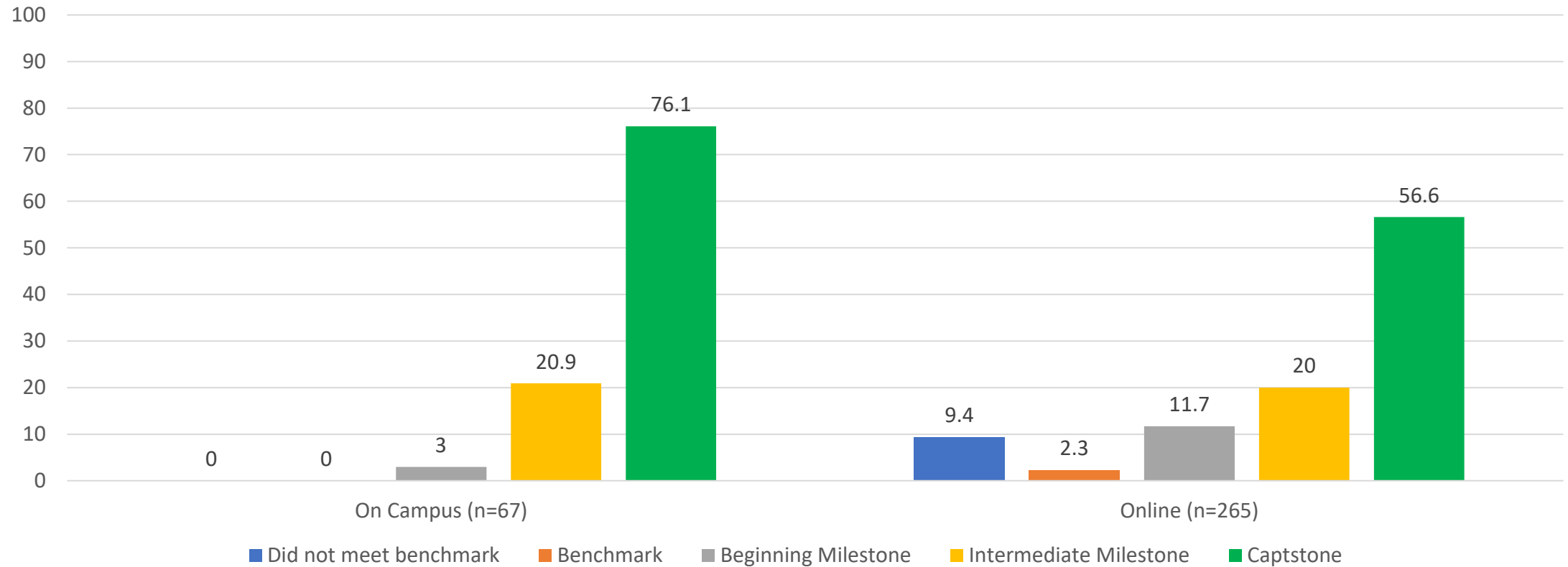


Overall Findings

- Overall, students did best with supporting materials.
- Students struggled most with delivery.
- Instructors' perceptions of the overall construct tended to be lower than what was reported.
 - They indicated the belief that more students were at the beginning milestone level than what was reported for any area.

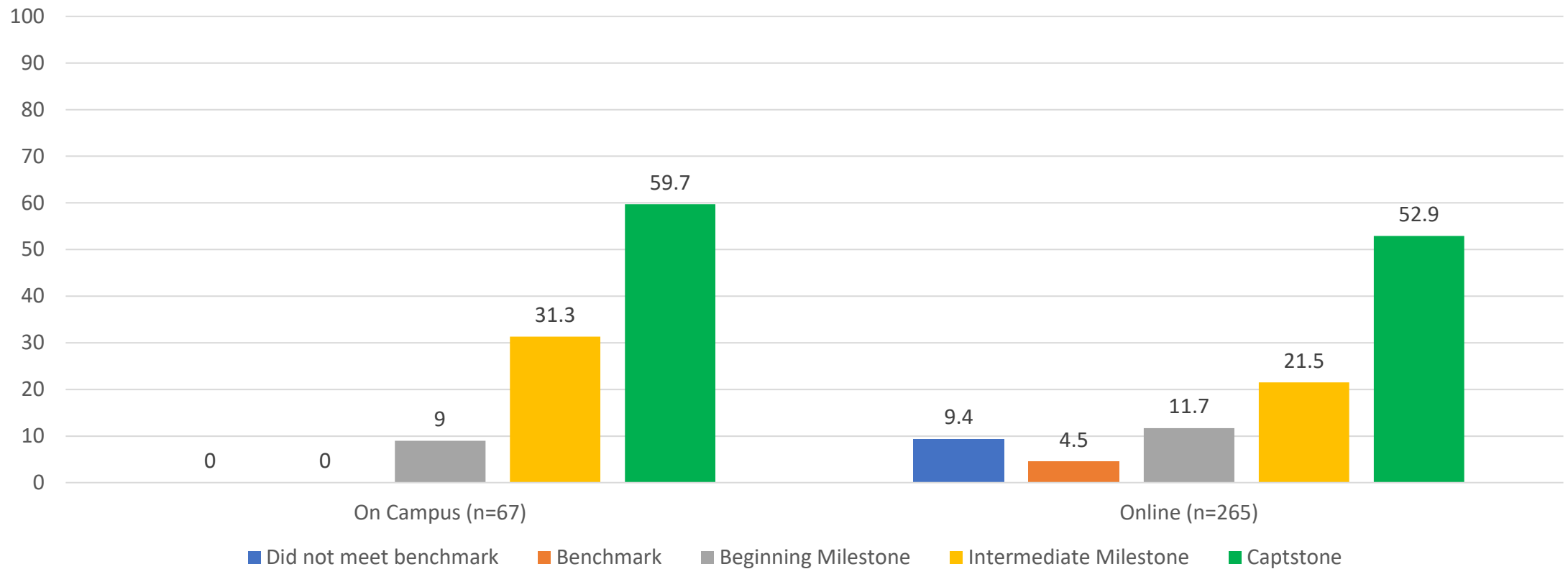
Organization: On Campus and Online

Percent Reported for all Participants (N = 332)



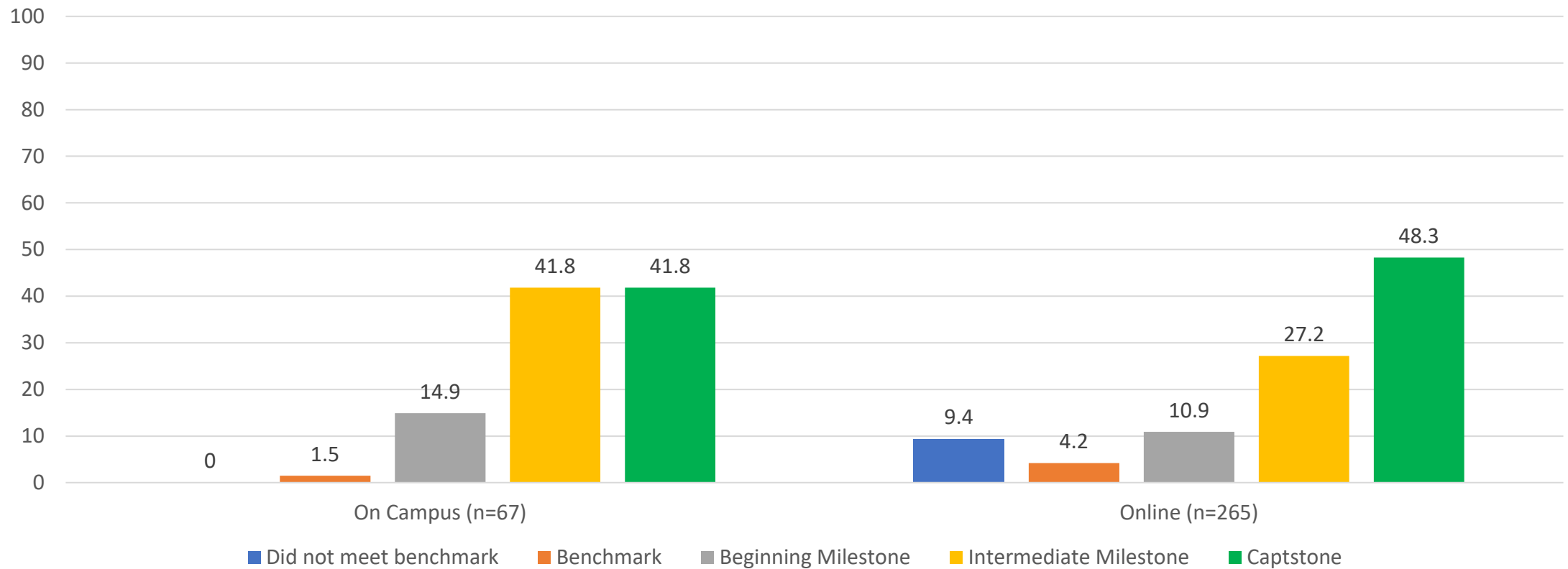
Language: On Campus and Online

Percent Reported for all Participants (N = 332)



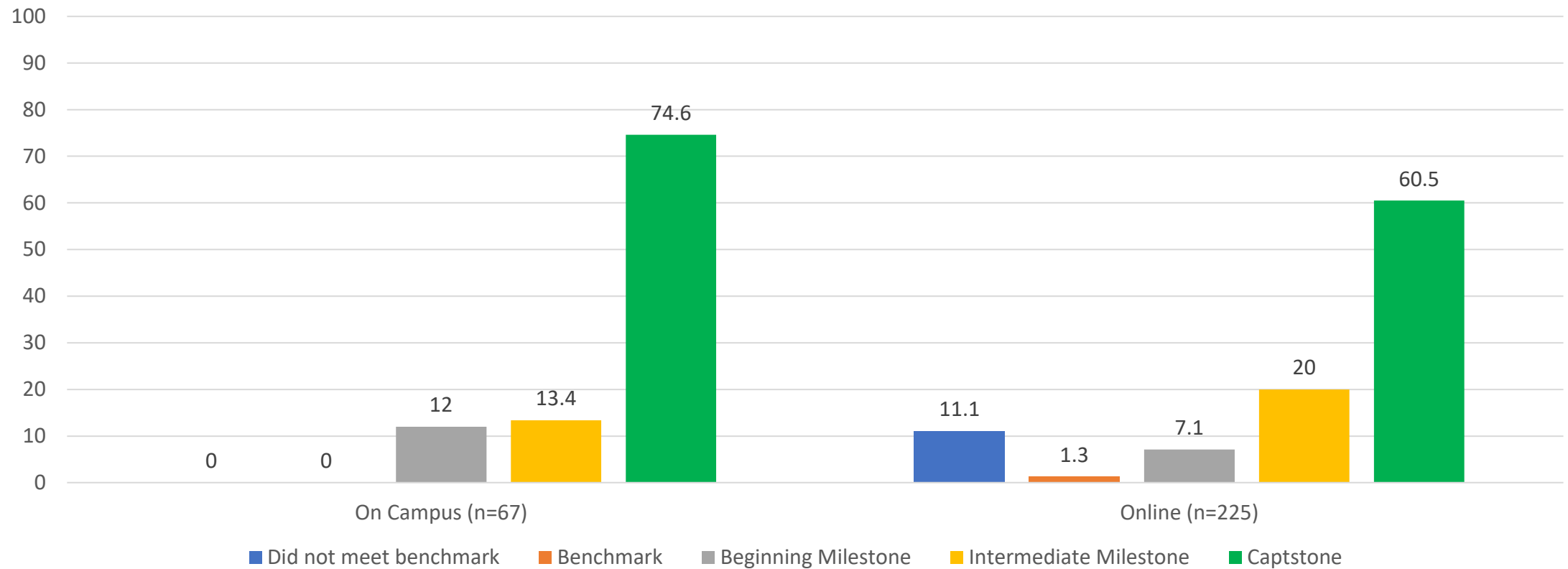
Delivery: On Campus and Online

Percent Reported for all Participants (N = 332)



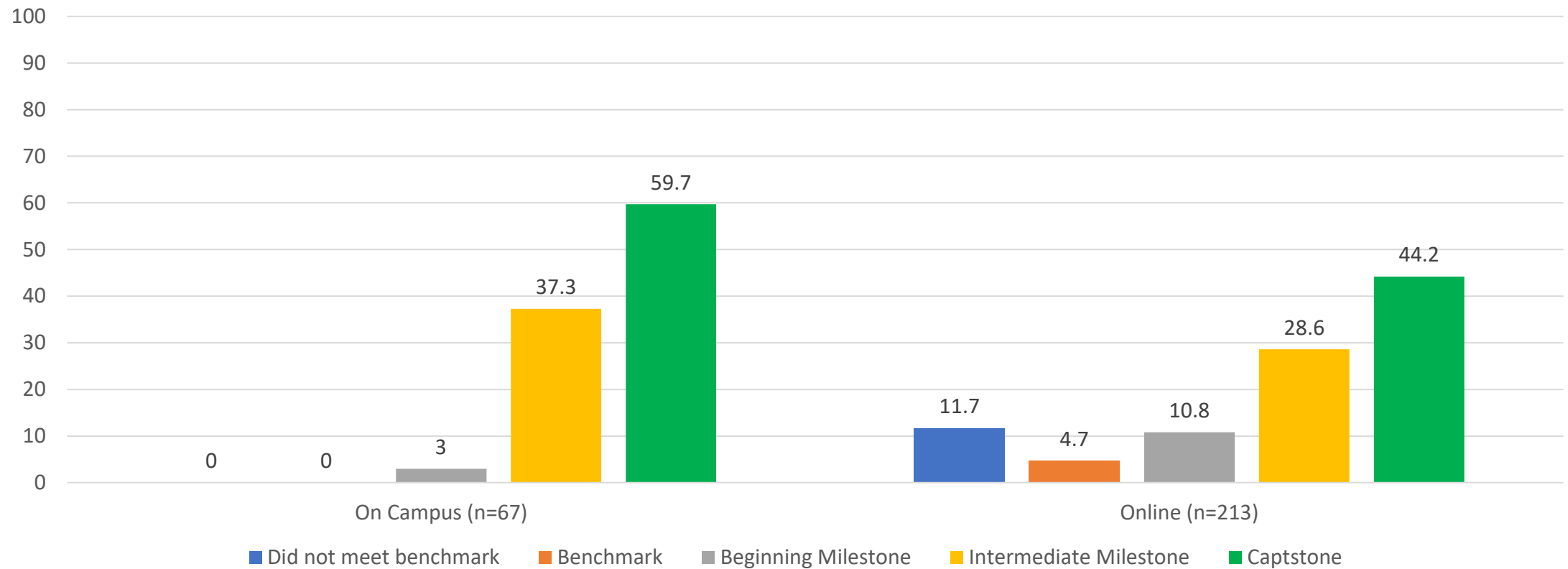
Supporting Materials: On Campus and Online

Percent Reported for all Participants (N = 292)



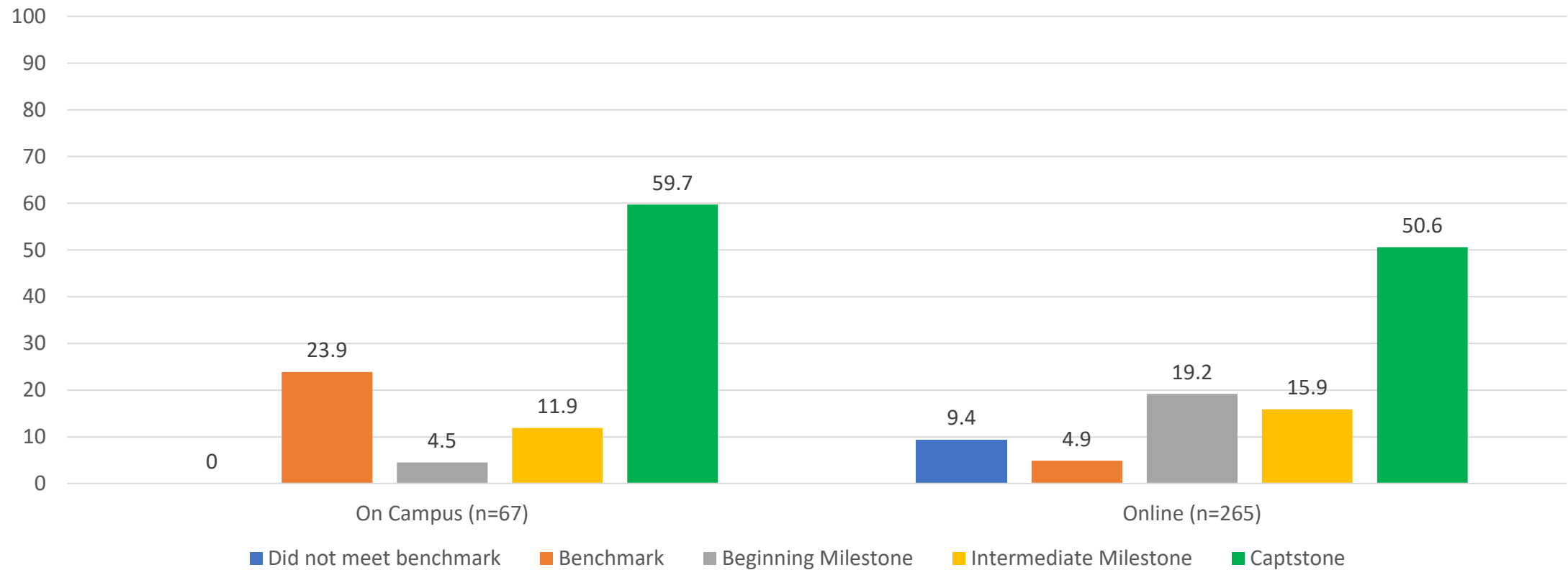
Central Message: On Campus and Online

Percent Reported for all Participants (N = 280)



Faculty Overall Impression: On Campus and Online

Percent Reported for all Participants (N = 332)

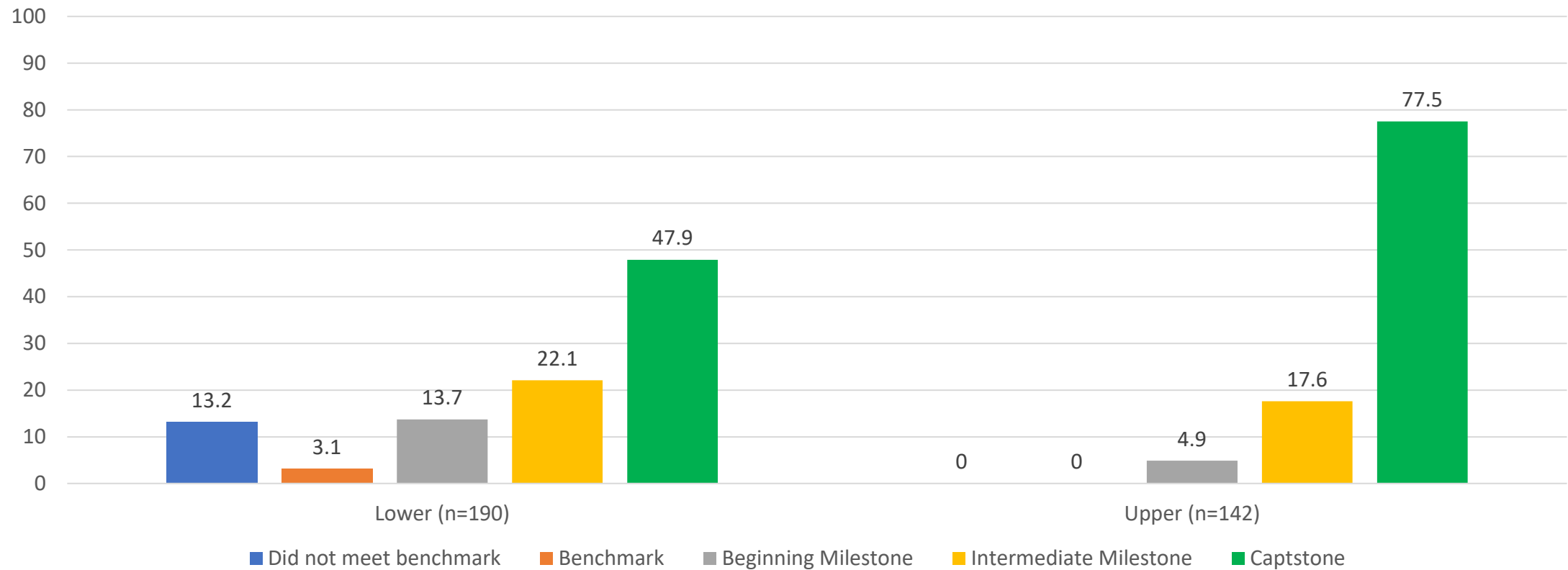


Online vs. On Campus delivery modes

- Online students tended to be more variable in their performance whereas On Campus student performance tended to skew high.
 - Online courses were evenly split with upper and lower division, while on campus courses included only one lower division section.
- On campus student performance was higher than online student performance for all rubric aspects.
- Online students
 - Performed best for Organization and Supporting Material
 - Performed worst for Central Message
- On Campus students
 - Performed best for Organization and Central Message
 - Performed worst for Delivery
- Faculty judged student performance in both online and on campus courses as worse than the data would indicate.
 - Percentage of higher scores (intermediate benchmark/capstone) was lowest in the overall faculty impression for both types of courses.

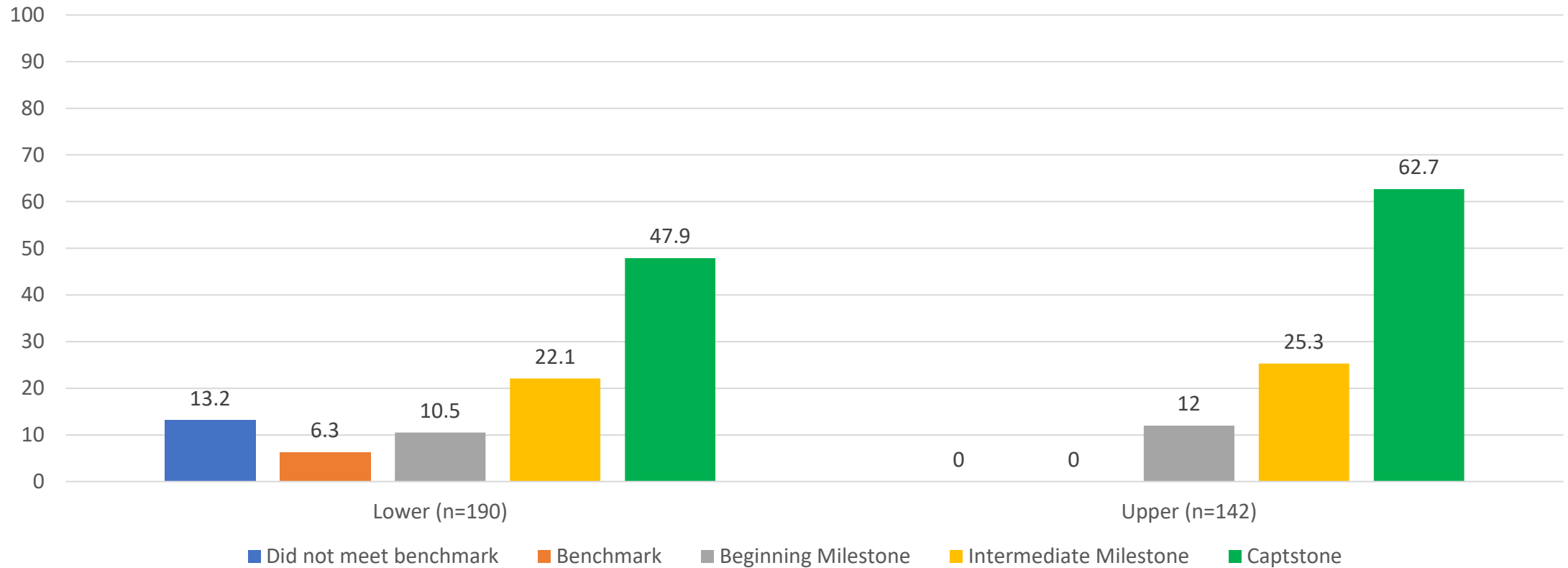
Organization: Lower and Upper Division Course

Percent Reported for all Participants (N = 332)



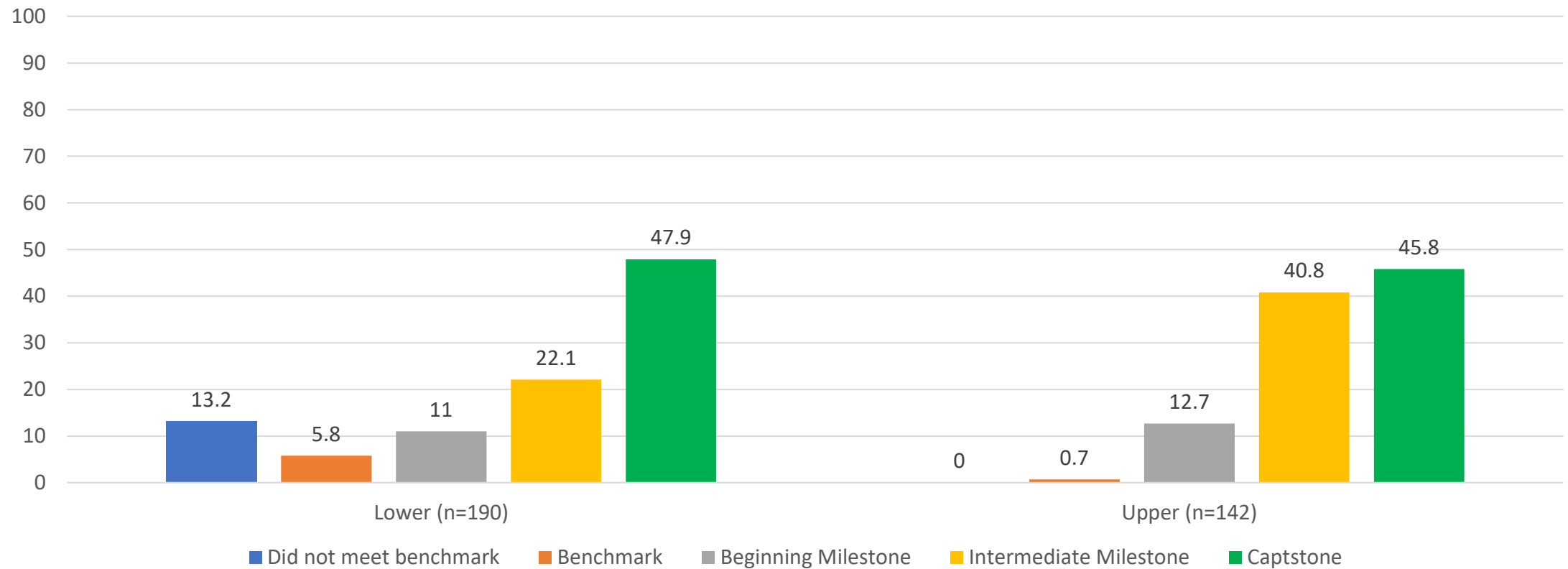
Language: Lower and Upper Division Course

Percent Reported for all Participants (N = 332)



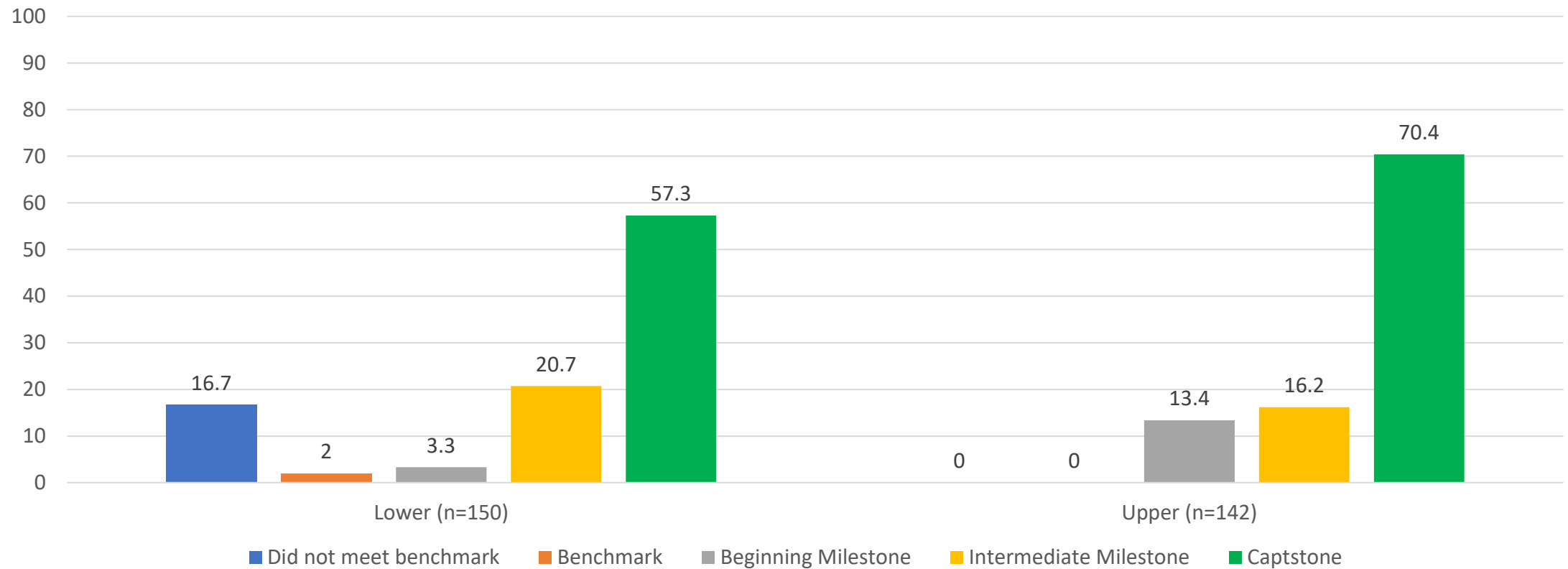
Delivery: Lower and Upper Division Course

Percent Reported for all Participants (N = 332)



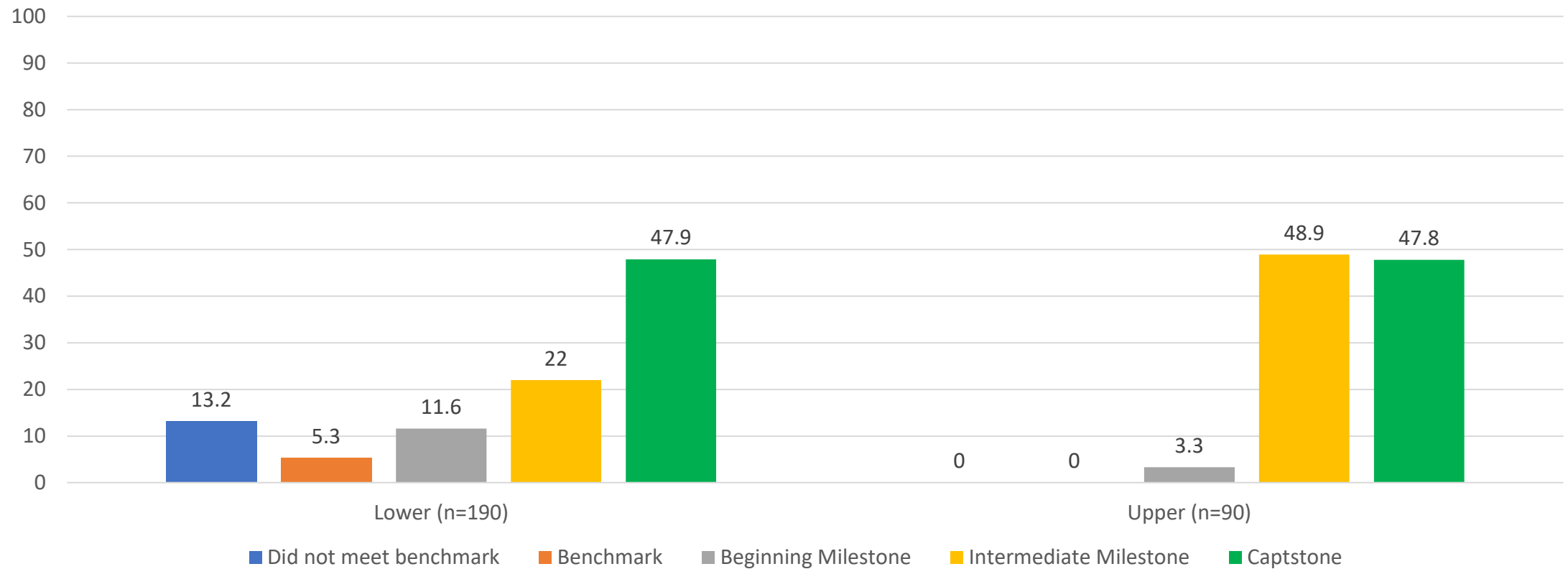
Supporting Material: Lower and Upper Division Course

Percent Reported for all Participants (N = 292)



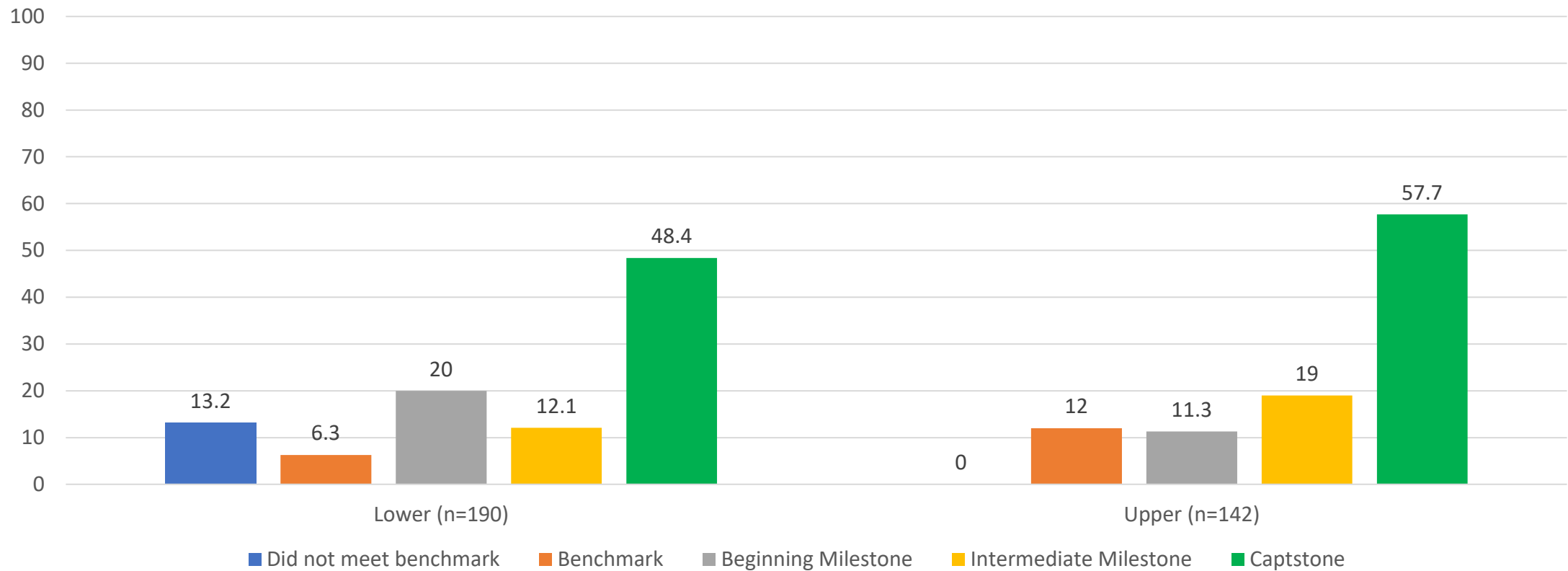
Central Message: Lower and Upper Division Course

Percent Reported for all Participants (N = 280)



Faculty Overall Impression: Lower and Upper Division Course

Percent Reported for all Participants (N = 332)

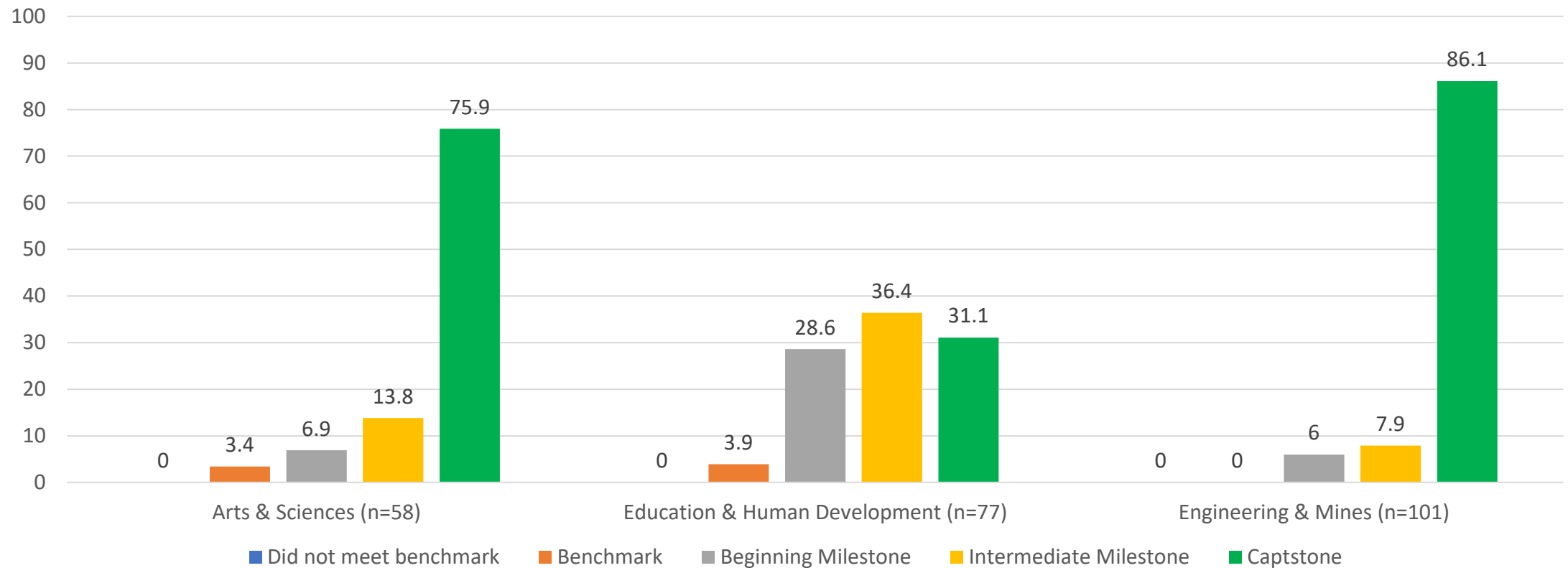


Level of Course

- Students in upper division courses performed better on this learning goal than students in lower division courses. This was the case for all aspects of the rubric suggesting that students improve upon their ability for oral communication across their academic career at UND.
- Students in lower division courses performed best on ‘Supporting Material.’
- Students in upper division courses performed best on ‘Central Message.’
- The largest discrepancy among higher scores (intermediate milestone/capstone) between performance by students in lower division and higher division courses was for ‘Central Message.’
- Faculty judged student performance in both lower division and upper division courses as worse than the data would indicate.
 - Percentage of higher scores (intermediate benchmark/capstone) was lowest in the overall faculty impression for both types of courses.

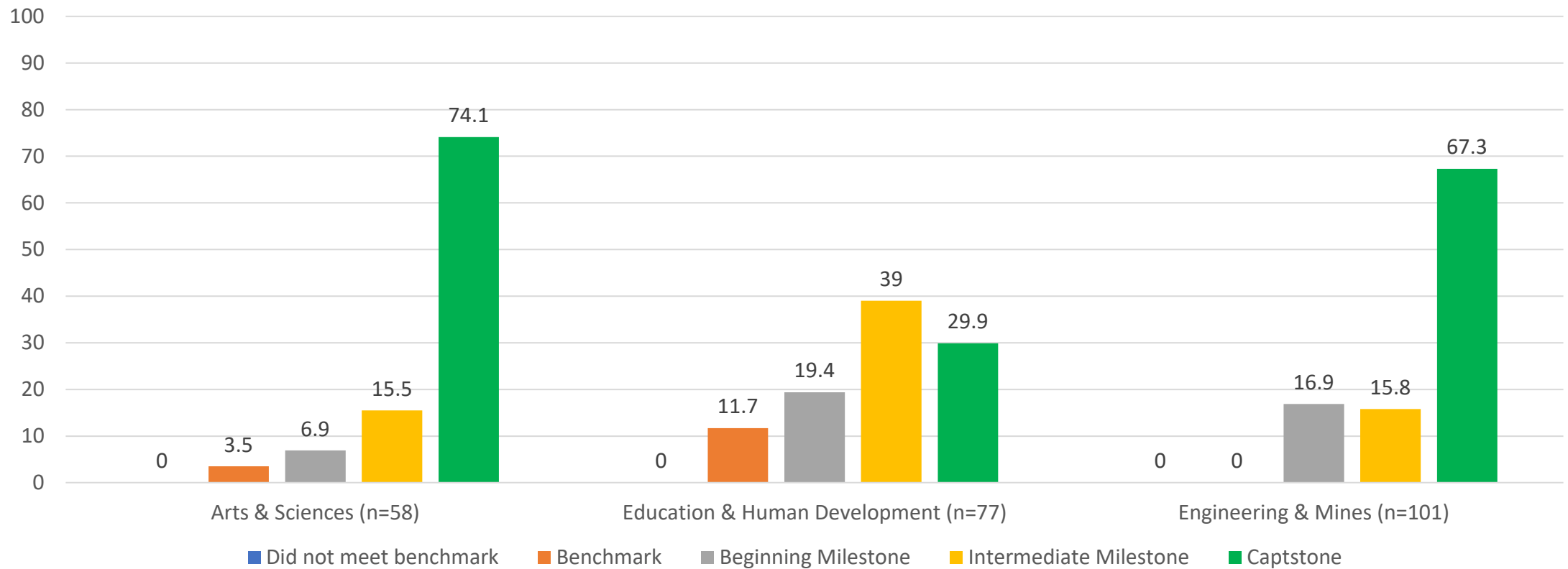
Organization: Among Colleges

Percent Reported for all Participants (N = 332)



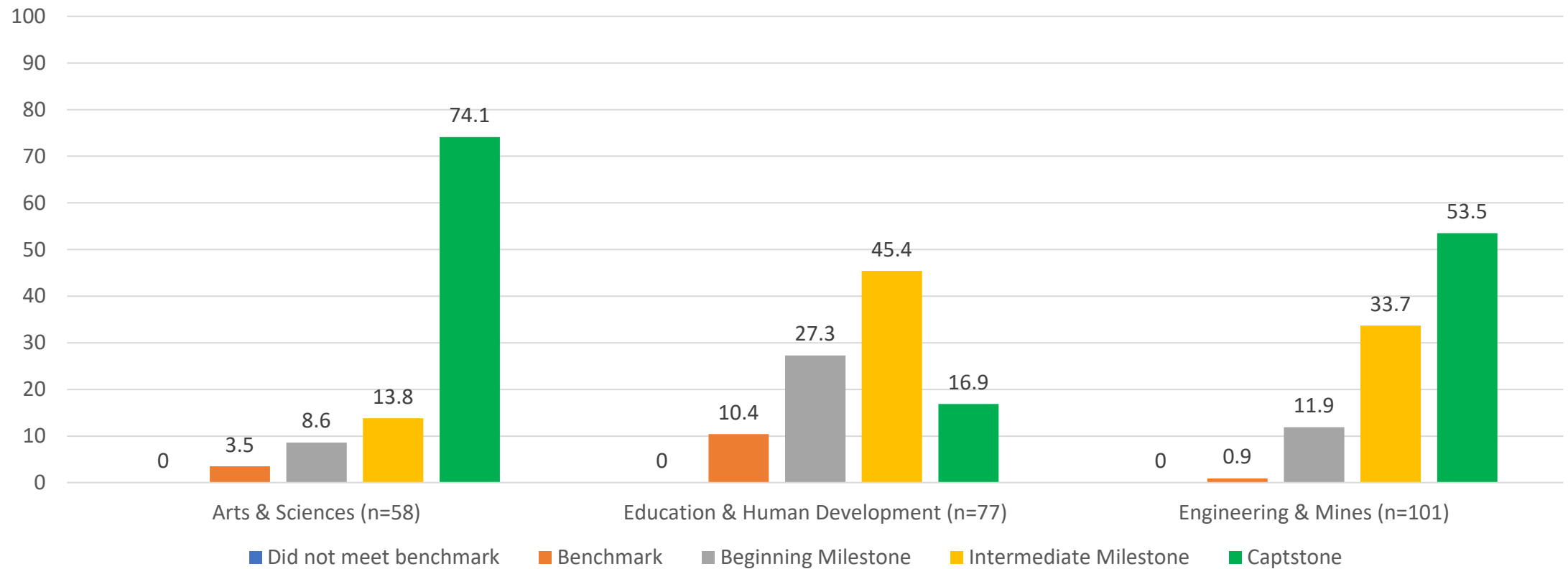
Language: Among Colleges

Percent Reported for all Participants (N = 332)



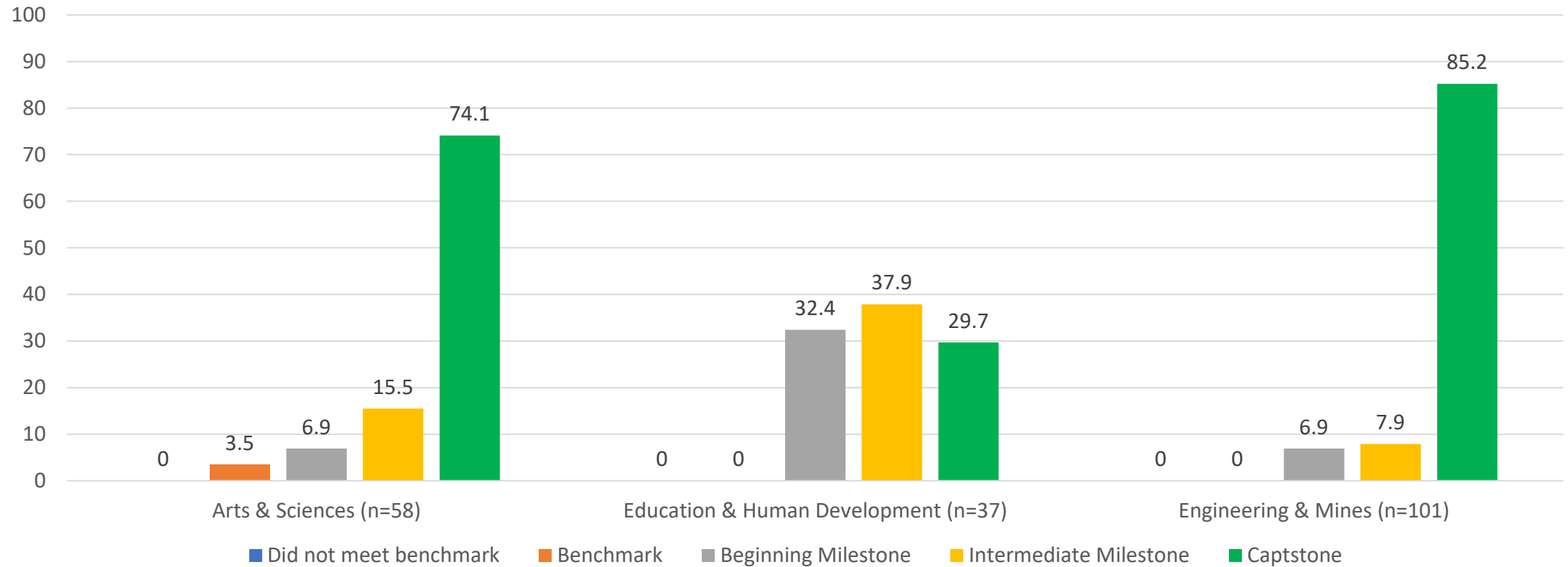
Delivery: Among Colleges

Percent Reported for all Participants (N = 332)

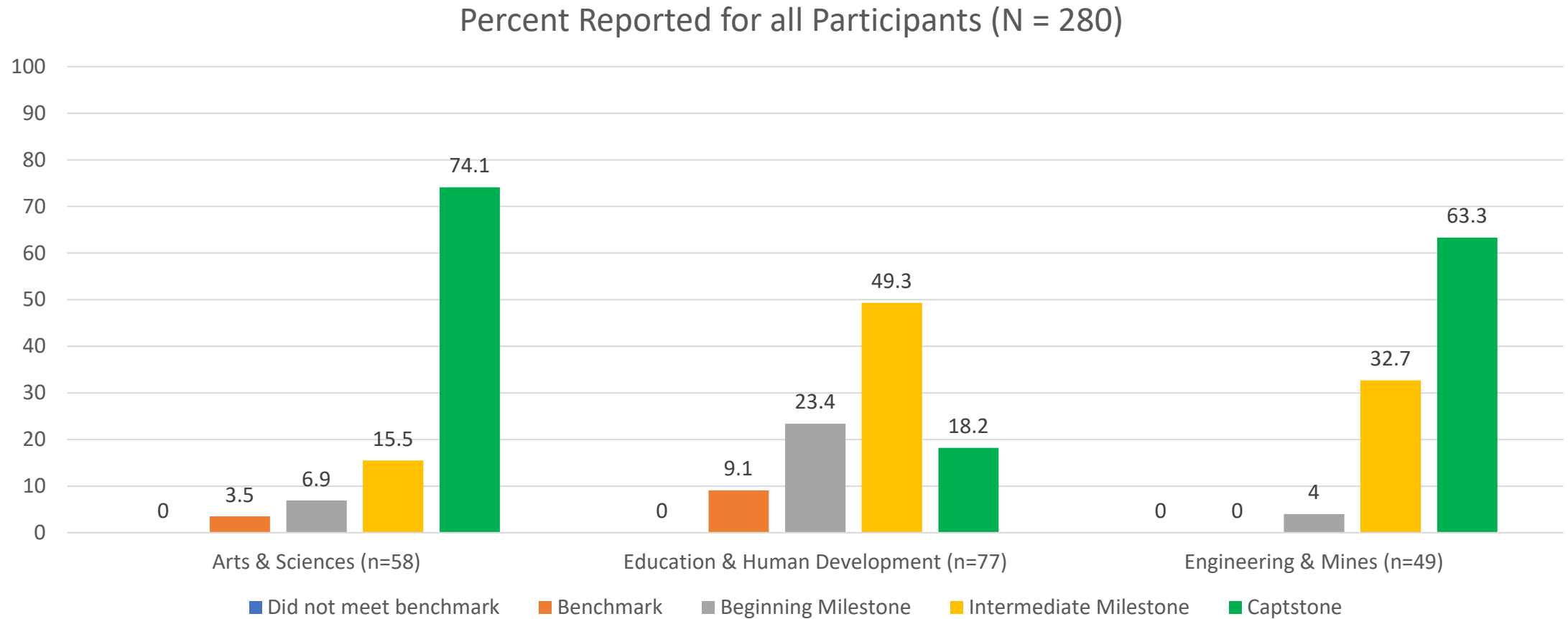


Supporting Materials: Among Colleges

Percent Reported for all Participants (N = 292)

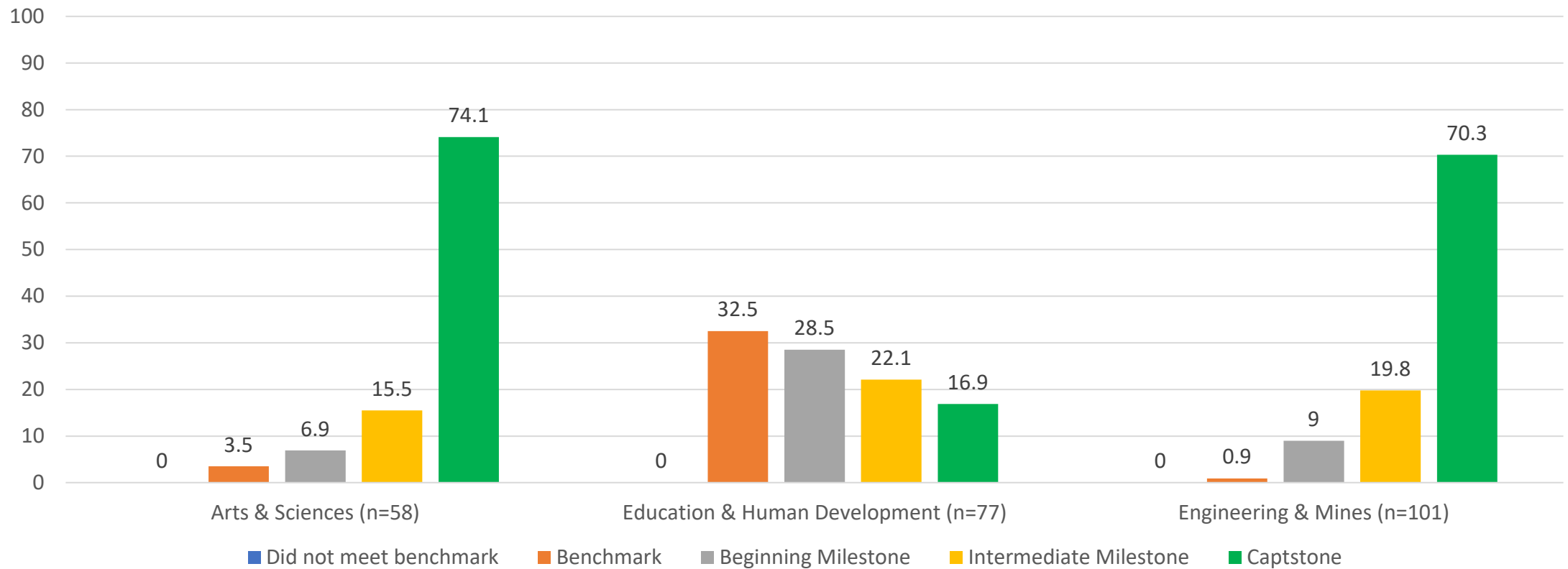


Central Message: Among Colleges



Faculty Overall Impression: Among Colleges

Percent Reported for all Participants (N = 332)



Oral Communication Among Colleges

- The College of Arts & Science (CAS) and the College of Education & Human Development (CEHD) both included lower and upper division course reports whereas the College of Engineering & Mines (CEM) included only upper division courses. All Colleges included both on-campus and online course sections.
 - CAS included an online lower division course, an on campus lower division course, and an on campus upper division course.
 - CEHD included an online lower division course, and on campus upper division course, and an online upper division course.
 - CEM included two online upper division courses and two on campus upper division courses.

Oral Communication Among Colleges

- Students completing their oral communication course in CAS performed best in Organization and worst in Delivery.
- Students completing their oral communication course in CEHD performed best in Language and worst in Delivery.
- Students completing their oral communication course in CEM performed best in Central Message and worst in Language.
- Faculty in CAS and CEM had an overall impression that resembled what the reported data indicated.
- Faculty in CEHD reported a much lower impression of student performance than what the data indicated.

ES SELFI report for Spring 2023

- Report includes ALL ES courses and asks students about their agreement of progress made on all ES learning goals.

Essential Studies - Term 2330

SELFI Executive Summary

Academic Level of Students

Please Select your Academic Level		
Options	Count	Percentage
Freshman	3271	43%
Sophomore	1803	24%
Junior	1126	15%
Senior	1268	17%
Graduate	78	1%
Professional	14	0%

ES SELFI report Spring 2023

- In general, students agreed they made progress on the learning goal of oral communication across all ES courses. Although agreement for progress on this goal seems to be lower than all others.

Essential Studies - Term 2330

Level of agreement regarding the amount of progress made in goal area as a result of this class.

	%SD(1)	%D(2)	%N(3)	%A(4)	%SA(5)	Resp	Mean	SD
Written Communication	0%	1%	10%	49%	40%	6054	4.27	0.70
Oral Communication	0%	1%	14%	47%	38%	5064	4.20	0.74
Inquiry and Analysis	0%	1%	8%	50%	41%	6565	4.30	0.68
Information Literacy	0%	1%	9%	50%	40%	6356	4.29	0.68
Quantitative Reasoning	0%	1%	10%	50%	39%	5818	4.27	0.68
Intercultural Knowledge and Skills	0%	1%	9%	48%	42%	5811	4.30	0.69