

Oral Communication: Recommendations 2019-20

Institutional Recommendations:

The academic year 2019-20 was the first year we implemented this new assessment model. Thus, some quirks are to be expected. Having said that, we note the following recommendations:

- Curriculum maps need to be reviewed and updated.
- Alignment of WSCUC Core Competencies to UH West O'ahu ILOs to DLOs needs to be clarified so that the flow of assessment artifacts and ratings is complementary across the different institutional levels.
- Information regarding the learning outcome artifacts to be collected during a given semester needs to be provided to faculty prior to the beginning of the semester.
- Rubrics customized for UH West O'ahu will only contain a maximum of three categories allowing for up to an additional three categories specific to the given discipline.
- Training and professional development on assessment and how it can benefit a division should be provided on a regular basis.

Creative Media Recommendations:

- Investigate ways to improve oral communication and active participation in group critiques at every level of the curriculum.
- Streamline CLO's to align better with the ILO's using the WSCUC Core Competencies as a guideline.
- Find more ways to embed oral communication particularly at the freshmen level.
- Because Creative Media projects are based around specific conceptual themes, as opposed to a specific technique, embedding more opportunity for critical thinking will be beneficial. For example, in beginning media courses, show students many techniques of working with industry software while utilizing media terminology within in the first two years of the program. As the students work on their projects throughout the semesters, they should begin to understand that the different techniques and the justifications for them. This would allow the opportunity for students to

speaking about their selection giving them experience with communicating their ideas more clearly.

- Provide more research opportunities that engage students to practice critical thinking. Media students are bound to the word, and strong communication skills allow for a better understanding of hierarchy, structuring content in an appropriate and meaningful context for the intended audience.
- Propose to the Assessment Committee creative media artifacts as supporting material.

Education Recommendations:

- Given the strong performance of teacher candidates in the assessment of oral language described in this report, and recent accreditation awarded by CAEP, there are no recommended changes to be made in the program. Faculty will work to continue efforts in the future to maintain excellence.

Humanities Recommendations:

- Better tech supports for collecting visual and audio artifacts
- Privacy concerns and possible disruptions to the classrooms
- Confusion over the OC focus designation and curriculum maps
- Strengthen senior project/practicum courses

Math, Natural & Health Sciences Recommendations:

- Reevaluate the degree learning outcomes and revise according to the essential elements of learning outcomes.
- Comparison of the curriculum map to course offerings according to the assessment schedule will happen at the beginning of the semester in which artifacts are scheduled to be collected. Faculty teaching those courses will be consulted as early as possible.
- More opportunities for assessment training sessions for new and existing faculty members before implementation of assessments. This would be brought up with division based on need. The Director of Assessment will work with assessment coordinators to provide dates, feedback, etc.
- Alignment of courses with curriculum maps needs to be evaluated continuously. Review curriculum maps for the what and why for a concentration's curricula and sequence of courses, according to Szymanski and Romine.
- Analyze and inquire as to the slight decrease in ratings from Reinforced to Mastery.

Public Administration Recommendations:

- Provide the rubrics to faculty before the semester when the artifacts will be collected. This could be accompanied by a training to ensure faculty understand the rubrics, paying special attention to the concepts that were rated low, and how they can incorporate these rubrics into their curriculum. Also recommending that students also see the rubrics before completing assignments where Oral Communication will be assessed. Timing of these trainings will be vital as a recommendation is for faculty to incorporate the rubric's concepts into course assignments meeting the oral communication components from the DLOs.
- Analyze current and future courses to determine if Oral Communication should be added as a Student Learning Objective (SLO) under communication skills at the Reinforce level. Based on the data, students seem to be developing their oral communication skills in the Introduce courses however, there is concern that students are not able to be proficient or highly proficient in Oral Communication skills when they reach mastery courses.
- Review the Curriculum maps to ensure students are taking courses in the correct order to meet I, R, and M. If I, R, and M are meant to scaffold on one another, the courses must be taken in that order to ensure scaffolding occurs. Faculty must also know this process so that they are Introducing or Reinforcing the same skills, from the rubrics, to ensure student success when they are complete assignments at the Mastery level.
- Revise DLO #1 to separate out the individual core competencies of oral communication, written communication, and critical thinking. By doing this, faculty can design specific class assignments to introduce, reinforce, or master the skills being assessed. While faculty will not use these modified VALUE rubrics to score assignments, the components should be incorporated into each faculty's current grading procedures if oral communication is a required competency. This ensures fairness when artifacts are assessed because everyone (student, faculty, Assessment Committee member) is scoring or being scored on the same skills for a particular assignment/artifact.

Social Sciences

- Revising and Improving Curriculum Maps
- Increasing faculty participation in assessment

- Building connections with Assessment Committee