**Oral Communication General Education Improvement Plan**

**Department Name: Department of Communication & Theatre Arts**

**Overview:** During the assessment, the outcome that received the lowest percentage of student achieving the standard was SLO C (Prepare, research, and organize the content of a message for a particular audience). Within this outcome, Rubric Competency 3: Provides Evidence and Supporting Material (Including Electronic and Non-Electronic Presentational Aids) Appropriate for the Audience and Occasion (with a score of 2.62) and Rubric Competency 9: Speaks (Does Not Read) from the Outline (with a score of 2.25, the lowest of all competencies) received the lowest scores. Competency 8: Uses Physical Behaviors that Support the Verbal Message (associated with SLO D) also received a low score, 2.55.

**Plan to Address SLO C**

**Rubric Competency 3 Concerns:** Discussion among the raters noted the research (the use of the appropriate number and type of resources) and citation (both written and verbal) were spaces of weakness for students. To help overcome students’ struggles in these areas, a research module is being created, in conjunction with University Libraries, that will cover the following:

* + Research resources available through the University Libraries
	+ Research strategies
	+ Help/research guidance provided by the University Libraries
	+ In text citation
	+ Verbal/in speech citations

This module will be integrated into all sections of 101R and will be a required assignment. Faculty will be provided training on the content of this module and how it can help their students, along with the best way to integrate it into their courses.

**Rubric Competency 9 Concerns**: Discussion among rates for this competency noted that it was somewhat unclear – while the foundation of the competency addresses the formatting of the outline, the inclusion of “does not read from the outline” created overlap with Rubric Competency 8/SLO D (as reading directly impacts eye contact). This rubric competency will be revised to more appropriately focus on outline formatting more appropriately.

**Plan to address SLO D**

**Rubric Competency 8 Concerns**: Discussion among raters noted that eye contact was the biggest struggle for students within this competency. Often student struggles with eye contact are the result of using inappropriate or unhelpful speaking notes. Additional resources on the creation of useful notecards (which directly affects student eye contact) will be shared with faculty, and these resources can be integrated directly into Canvas. Faculty will be coached on how to best direct students to make their notecards.

**Overall Changes**

During the assessment process it was noted that the rubric competencies and Student Learning Outcomes did not always clearly align. Beyond the revision to Rubric Competency 9 to clarify the focus on appropriate formatting, the rest of the rubric competencies will be reviewed and revised as necessary to allow clear alignment between the competencies and the Student Learning Outcomes.