Oral Communication Competency
Authentic Assessment Process

Spring 2017
In spring 2017, the Office of Assessment facilitated another faculty training session on the rubric and continued to work with faculty to apply the rubric in their courses throughout the semester. Aggregate data were reviewed in conjunction with rubric data collected in fall 2016, and faculty feedback on applicability and appropriateness of use of the rubric on oral communication products in their courses were considered as well. This will allow for assessment of oral communication competency at the senior level, and further allow the Office of Assessment to provide an instrument and training to aid faculty as they assess oral communication skills in their courses.

Fall 2016
In fall 2016 the Office of Assessment partnered with faculty in diverse disciplines who instruct senior-level courses and trained them to use the rubric and apply it to student products in their courses. The Office of Assessment provided support in scoring oral communication products in these faculty members’ courses which use the rubric and analyzed the data in the aggregate. Faculty provided feedback on the applicability and appropriateness of use of the rubric on oral communication products in their courses. This will allow for assessment of oral communication competency at the senior level, and further allow the Office of Assessment to provide an instrument and training to aid faculty as they assess oral communication skills in their courses.

Fall 2015-Spring 2016
The Office of Assessment and Oral Communication Competency team reviewed results of the spring 2015 analysis and decided that the rubric is an appropriate and reliable measure for assessing oral communication competency at the general education level. The team also determined that the scoring process for oral communication competency is ideal. In spring 2016, the Office of Assessment began drafting a plan for piloting use of the rubric across disciplines.

Spring 2015
At the end of the spring 2015 semester, members of the Oral Communication Competency team and the Office of Assessment conducted a scoring session of student products from COM 110. Scorers included several returning scorers from the previous year along with several new scorers. These scorers were faculty from across disciplines representing different colleges at NC State. Results are being analyzed and in fall 2015, the team will convene to review results and begin discussions about the applicability of the rubric across disciplines.
**Fall 2014**

In early fall 2014 key members of the Oral Communication Competency team met with the Office of Assessment to review results of the spring assessment. Team members agreed that the scoring process used in the spring was sound and should be used again in future scoring sessions. Additionally, the team was satisfied with the interrater reliability and instrument. The team decided to engage in one further scoring session of student products from COM 110 in spring 2015 to further streamline the process and further test the instrument. After this scoring session, the team will engage in discussion with key faculty from across the colleges to discuss scaling up and use of the rubric in varying disciplines.

**Spring 2014**

In late spring 2014, members of the Oral Communication Competency team (10 faculty members from across the colleges) assessed pre-recorded speeches given by undergraduate students enrolled in sections of COM 110, an introductory public speaking course. Student presentations were scored using a rubric selected by the team which was developed and tested by experts in the field (Schrieber, Paul, & Shibley, 2012). Team members gathered in person on campus to assess student products (pre-recorded presentations) over the course of two days in the late spring. In the morning each day, the team engaged in a norming/calibration session led by a full professor of Communication with specialization in assessing oral communication. Immediately following the norming portion, team members stayed together in the session room and scored assigned video recorded student presentations. Following the midday break, raters once again engaged in a brief calibration session before returning to scoring. Team members watched the video recorded presentations on laptops and using headphones. The rubric the team selected was digitized in a Google Form format and team members entered scores into the Google form for submission. This format allowed session facilitators from the Office of Assessment to monitor scores as they were entered in real time. Scores were monitored for discrepancies between raters with a difference of greater than 1 full point. When such discrepancies arose, an expert third rater was used. A “tertium quid” model of score resolution was used, in which the third rater’s score is “matched with the closest original rating. The matched scores are then summed or averaged and the discrepant score is eliminated” (Johnson, Penny, Fisher & Kuhs, 2003, p.301).

**Fall 2013**

Members of the Office of Assessment and key members from the Oral Communication Competency Team met mid-semester to discuss the results of the pilot study. Based on variation in the results, it was decided that both the rubric and the norming/application process should be refined. Members then reviewed other rubrics used in assessing oral communication as a General Education Competency and reconvened in December 2013 to discuss how these rubrics might be modified or combined with the current rubric. Key members of the group selected a new rubric which maps well to the outcomes and the rubric that was piloted at NC State. The new rubric selected also adds further clarity in areas that members felt the rubric piloted at NC State was lacking.
This rubric was also selected because it has been empirically tested. It was decided that pilot testing of the new rubric will take place during the spring 2014 semester. The group also discussed the inclusion of more faculty members from across campus to have better representation from the colleges. New members will be asked to participate in January.

**Summer 2013**
During summer 2013, the committee participated in a workshop to norm on the rubric, and then each committee member rated roughly 40 of the video recorded student presentations from Communication 110 courses using the rubric. These data were then given to the Office of Assessment, where they were analyzed.

**Summer and Fall 2012**

**Stage One:** The General Education Competencies, including Oral Communication, were defined in Summer 2012 at a retreat consisting of faculty members representing different colleges and disciplines at NC State. Faculty members from Communication, Curriculum & Instruction, Design and Business Management worked together to define Oral Communication [link to definition].

**Stage Two (Pilots):** In fall 2012, key faculty members from the summer 2012 retreat joined with new faculty members and began to design the Oral Communication assessment rubric, codebook, and pilot study. The rubric was tested through application to recorded student video presentations, and in Spring 2013, an additional five reviewers (graduate TAs) were brought in to assist in norming for further application of the rubric. The assessment team implemented a pilot test of the Oral Communication Competency rubric in spring 2013 in Communication 110 courses. The pilot involved the application of the rubric to approximately 180 video-recorded student presentations from Communication 110 courses.

**Current Oral Communication Competency team members:**

Dr. Deanna Dannels, Associate Dean of Academic Affairs College of Humanities and Social Science; Professor of Communication; Associate Director of Campus Writing and Speaking Program

Emily Erickson, Lecturer, Crop Science

Dr. Emily Griffith, Research Assistant Professor, Statistics

Chelsea Hampton, Graduate Teaching Assistant, Communication

Dr. Ryan Hurley, Assistant Professor, Communication

Caroline Myrick, Graduate Teaching Assistant, Sociology
Dr. Elizabeth Nelson, Communication, Director of Communication 110

Pamela Pease, Graduate Teaching Assistant, College of Design

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