

University of Dayton Oral Communication Module Assessment

There are four communication modules designed to provide students with the opportunity to fulfill the oral communication competency requirement within the University. Each student must complete CMM 110 (Group Decision Making) and CMM 113 (Interviewing) and one of the two public speaking modules – CMM 111 (Informative Public Speaking) or CMM 112 (Persuasive Public Speaking) or three of the four modules.

Student evaluation was based on surveys completed by students along with direct observations and ratings made by their instructors. The surveys used were the following:

1. Personal Report of Communication Apprehension Measure
2. Self-Perceived Communication Competency Measure
3. Listening Skills Inventory
4. Informative Public Speaking Skills Identification Inventory
5. Information Search, Evaluation and Adaptation Instrument
6. Persuasive Public Speaking Skills Identification Inventory

Assessment results:

Oral Communication Module Assessment Review - January 2006

The percentage of students that ...	CMM 110	CMM 111	CMM 112	CMM 113
could correctly identify where current periodicals can be found in the library	63%	64.00%	68%	71%
knew where to find the bound journals	62%	65%	67%	73%
knew the name of the library consortium UD belongs to	94%	95%	94%	98%
understood the use of call numbers within the library	96%	95%	96%	97%
understood basic Boolean logic as a search tool	62%	67%	68%	73%

Small Group Decision Making Content Items - CMM 110				
could identify a strategy to help small groups not fall prey to conformity	75%			
could identify an effective strategy for remedying non-participatory group members	85%			
could identify the type of group climate within a decision making group	68%			
could identify the type of conflict a group was experiencing	95%			
could identify the type of leadership within a group	92%			
could correctly identify the type of power being employed by a group member	57%			

Public Speaking Content Items - CMM 111 & CMM 112				
could identify the type of attention device used by a speaker		79%	78%	
could identify the correct audience relevance devices used by a speaker		82%	N/A	
could identify the type of organization used in a speech		50%	55%	
could identify a preview of main point		79%	74%	
could identify how a speaker established their credibility as a speaker		81%	83%	
could identify how a speaker adapted a message to their audience		79%	N/A	
could identify the correct audience relevance devices used by a speaker		N/A	72%	
could identify the transition used by a speaker		N/A	70%	

Interviewing Content Items - CMM 113				
could identify the type of interview				79%
could identify the correct interview sequence				55%
could identify the questions by type				79%
could identify the interviewee responsibilities enacted by a speaker				73%
could identify appropriate use of hypothetical questions in an interview				81%

CMM - 110 Group Decision Making	AY 04-05
I seldom enjoy group discussions	NSD
I am usually calm and relaxed when I have to participate in a meeting	Better
I often decide other people are wrong before I hear everything they have to say	NSD
I am seldom preoccupied with unrelated events during group discussions	Better
I am not very effective when I work in a decision making group	Better

CMM - 111 Informative Public Speaking	AY 04-05
I enjoy the opportunity to give a speech	NSD
I felt calm and relaxed giving a speech	Better
I decide a speaker was wrong without listening to everything they have to say	Better
I find myself unable to remember any of the details from a speech I just heard	Better
I am an effective public speaker	Better

CMM 112 – Persuasive Public Speaking	AY 04-05
I have no fear of giving a speech	Better
I forget facts because I get nervous giving a speech	Better
I focus on delivery more than what the speaker says	Better
I paid attention to the evidence provided by the speaker	Better
I am an effective public speaker	Better

CMM 113 – Interviewing	AY 04-05
I have no fear of interviewing someone	NSD
I enjoy being interviewed	Better
In interviewing situations, I often fake paying attention	NSD
I am not very effective at interviewing others	NSD
I am an effective interviewee	Better

KEY: Better indicates the dependent samples t-test was significant and the students reported improving from the beginning of the course to the end of the course. NSD or Not Significantly Different means students did not significantly change from the beginning to the end of the class. Worse means student means were significantly different at the end of the course but the change was in the wrong direction - students reported being worse or less effective at the end of the class.