

AY 16-17 NYIT Institutional Learning Goal-Oral Communication Assessment Report

An *ad hoc* committee of NYIT's Academic Senate coordinated conversations among faculty, staff, and students as well as key stakeholders (including school and program advisory boards, prospective employers, and alumni) to develop institution-level educational goals for student learning and achievement for all students at all academic levels and at all locations. The following learning goals were adopted by the Senate in fall 2015:

NYIT Institutional Learning Goals:

By the time of graduation, NYIT students will, at the appropriate level (bachelors, masters or professional):

- Gain a coherent understanding of the knowledge, skills, and values of their discipline
- Achieve proficiency in oral and written communication, scientific and quantitative reasoning, critical analysis, technological competency, and information literacy
- Integrate academic and co-curricular learning to explore concepts and questions that bridge disciplines, professions, and cultures
- Formulate evidence-based and ethical courses of action or conclusions to address challenges and problems
- Engage with, respond to, and reflect on political, social, environmental and economic challenges at local, national, and global levels
- Develop self-efficacy, professionalism, creativity, and an innovative spirit

"Oral communication" as one of the component of NYIT institutional learning goals were chosen by NYIT Assessment Committee to assess across all programs, at all levels and all locations for AY 16-17.

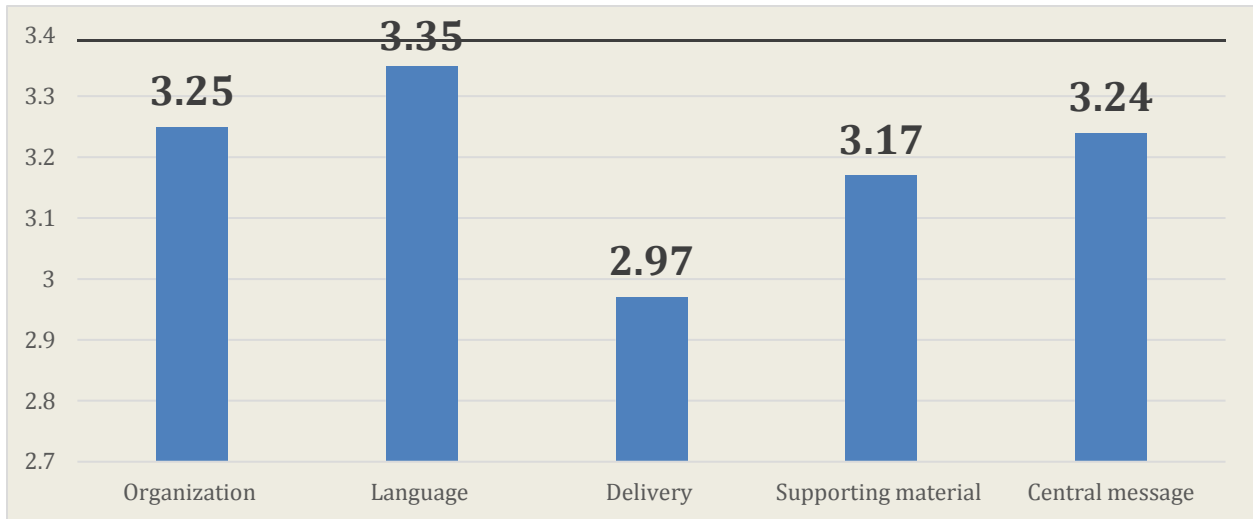
Method: The Assessment Committee recommended to all undergraduate programs to use AAC&U oral communication rubric. For graduate and advanced professional programs, they were given an options, either adapt the AACU rubric or use their own rubric. Random sampling was required to ensure representative of the students of any programs.

Timeline: AY 2016-2017

Results:

The assessment results were aggregated at the institutional-level. The oral communication skills of a total of 514 NYIT students were assessed in AY 16-17, among which 320 are undergraduate students and 192 are graduate students. The results were presented on August 30, 2017 Fall Assessment Day. A summary of the results is provided below.

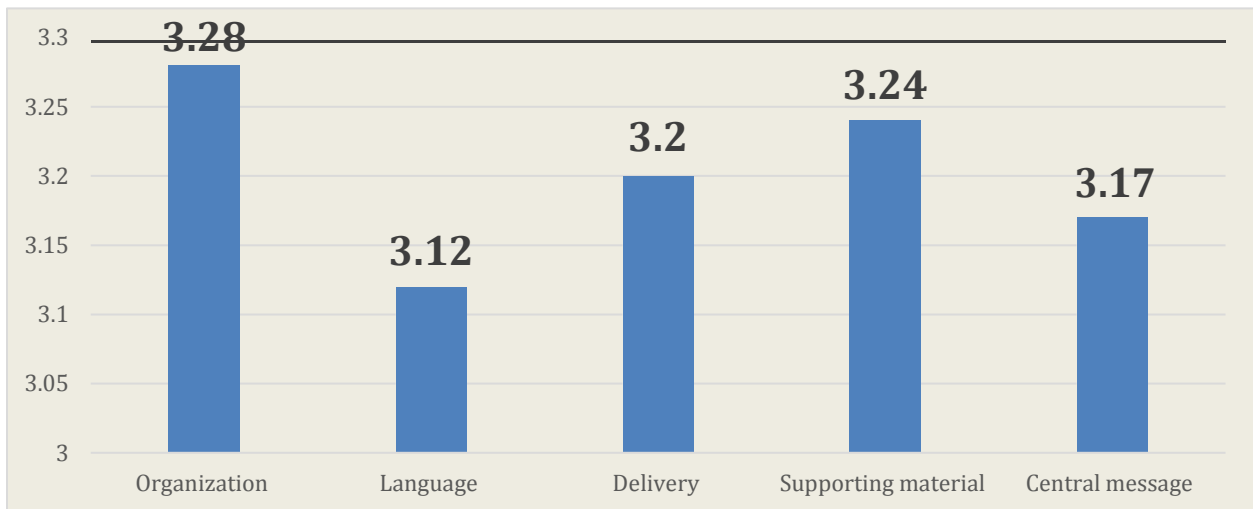
Results for 320 Undergraduate Students



Undergraduate Area to Improve - Delivery (2.97/4.0)

4/4: Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.

Results for 192 Graduate Students



Graduate Area to Improve - Language (3.12/4.0)

4/4-Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.

The above assessment results were presented to the faculty at the August 2017 Annual Assessment Day. Faculty were encouraged to consider how they might incorporate these findings into their teaching.

Proposed actions to improve oral communication skills for undergraduate students:

- English department: As a preliminary step, English department has decided that the Writing Center should begin to offer support explicitly for the development of public speaking skills. This idea was put in place late in the Spring 2017 semester to help students practice and improve their speaking skills before the formal presentations at SOURCE (The Symposium of University Research and Creative Expression is a student-centered platform for NYIT students to showcase their academic excellence). In addition, we should also analyze how effectively we incorporate oral expression and public speaking exercises in other English courses. Finally, having completed the survey just this semester, we plan to discuss the implications in more depth with the participating instructors.
- Health science: giving students more opportunity to present with appropriate feedback can help. Instructor can also consider having students in face to face classes practice and record themselves first before presenting to the class.
- Biology students will be actively encouraged to participate in SOURCE next year in April and in other on/off campus opportunities for oral presentations. This report is based on student assessments in groups of two, and therefore, next year, efforts will be made to assess individual students. However, it should be noted that advantages of presenting in groups of two are promotion of teamwork skills and collaborative work
- Computer graphic design recommended that the department consider integrating oral communication skills more thoughtfully into the learning outcomes of capstone classes; in particular the Portfolio class.
- Urban design: Each week the students provided individual and group project updates on what they accomplished and what they needed to accomplish the following week. Moving forward, we will bring in industry experts related to their projects at both mid and end terms to listen to presentations - a mid-term update and an end-term proposal.
- Psychology: we have made an effort to incorporate more oral presentations into our classes so that students may garner more experience in this area.
- Organization of their presentations, can improve with work on writing down thoughts on cards to refer to when speaking.

Proposed actions to improve oral communication skills for graduate students:

- Fine Art: First year students were required (this year) to give 4 presentations of their work-in-progress. The purpose of these presentations is to improve the quality of the Oral Communication skills when they present their MFA Thesis projects next year.
- School Leadership: We will provide students guidance on how to make oral presentations in each of the course required them to deliver oral presentations.
- Architecture: We have a largely international student cohort, who study with us for 3 semesters prior to graduation. When they arrive in NYC, many students seek housing with others from the same country; and often they communicate in school in their native language. Nevertheless, oral communication in English is central to our program's improvement; which is why I interview all graduate candidates by phone or in-person, prior to acceptance. Some suggested actions: 1) As the program gains greater exposure, we hope to attract higher caliber candidates who exhibit

stronger oral communication skills. 2) As an institution, NYIT should provide greater opportunities for our international students to engage with native English speakers across the university and City of New York. For example, a central student lounge would enhance this opportunity, along with campus-wide, student-led academic activities. 3) Mentorship through active professionals would provide students with opportunities to improve oral communication. It is also critical to our program's reputation that grad students are able to engage at a high level with outside professionals.

- Clinical nutrition: As this online program serves students across many time zones, having live interaction is not feasible. Use of VoiceThread and Jing has had definite impact but it is not utilized in all courses within the program. A greater push for adoption of these technologies across the curriculum will be made.
- Instructional technology: We provided SpeedTech conference in Old Westbury and Manhattan campuses. 8 out of 35 students had a chance to attend and present at this conference. This conference provided platform to only a few students to present their e-portfolios in front of an audience as opposed to online zoom conference allowed only to present to their peers. Although most of our students do not live near to the campus, we will continue to encourage them to attend and present and to celebrate their capstone projects presentation in SpeedTech conference.
- School councilor: We should create a simpler version of this rubric and use it in every course in the program
- Energy management: Practice sessions during semester to improve vocabulary and pronunciation.