Oral Communication & Program-level Assessment

Spring 2012

Assessment Office

- Mission: Improve student learning through program assessment
- Faculty-managed
- Collaborates with programs

Monica & Marlene
Workshop Outcomes

You will be able to
1. Align an oral activity with a program learning outcome
2. Coordinate collection of results
3. Aggregate and present results
4. Use results

Program Assessment

Focus: student learning

Purpose: program evolution, improvement
Program Assessment: It’s a Cycle

Student Learning Outcomes

Opportunities to Learn (curriculum map)

Improvement Plan

Collection & Analysis of Evidence

Interpretation of Results

[poster session image]

[small group session image]
Program SLO

What type of oral activity does the student learning outcome (SLO) call for?

- Number in audience
- Formal or informal
- Friendly or difficult audience/person

Tip

Write a specific SLO

or

Explain the SLO in program literature (e.g., expected type of oral activity)
Oral Communication:
Student Learning Outcome (SLO)

Upon graduation, students will be able to demonstrate effective oral communication skills.

Apparel Product Design and Merchandising Degree

“Deliver a well-organized oral presentation that exhibits textiles and apparel subject matter knowledge; utilizes presentation tools common to the profession; and that demonstrates poise, confidence, and effective use of visuals.”
Oral Communication: Student Learning Outcome (SLO)

Apparel Product Design and Merchandising Degree

“Deliver a well-organized oral presentation that exhibits textiles and apparel subject matter knowledge; utilizes presentation tools common to the profession; and that demonstrates poise, confidence, and effective use of visuals.”

Alignment

Program SLO ➔ Activities/Assignments
**APDM Oral Comm. SLO (1/2)**

*Apparel Product Design and Merchandising (APDM)*

**Assignments/Activities**
- Practice in front of others & class
- Video record
- Feedback

**“Deliver a well-organized oral presentation that exhibits textiles and apparel subject matter knowledge”**

**Assignments/Activities**
- Develop effective content

**APDM Oral Comm. SLO (2/2)**

*Apparel Product Design and Merchandising (APDM)*

- Use PowerPoint

**“utilizes presentation tools common to the profession; and that demonstrates poise, confidence, and effective use of visuals.”**

- Warm-up activity;
- Practice in front of others & class

Create a handout
Set up students for success.

Building Blocks to Success

SLO: Deliver an oral presentation to a professional audience and answer questions

Course 1
4-minute presentation to class

Course 2
8-minute presentation to class, with Q&A

Course 3
15-minute presentation to department, with Q&A
Evaluate

- Rubric
- Observation Checklist

Evaluate

Manageable  Meaningful
Evaluation Activity: Your Turn

Use the rubric to evaluate this 2-minute student presentation.

Collect Results

• From individual professors
• From a faculty team (2 or more)
  ◦ In-person evaluation
  ◦ Evaluation of video-recorded OC activity
Collect: Excel & Google Docs

- Collect results via Excel or Google Docs
  - Google Doc Spreadsheet
  - Google Doc Form

Present Results

Oral Presentation Results, Spring 2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content &amp; Org.</td>
<td>15%</td>
<td>30%</td>
<td>4%</td>
</tr>
<tr>
<td>Delivery</td>
<td>15%</td>
<td>66%</td>
<td>30%</td>
</tr>
<tr>
<td>Handouts/Visuals</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=47
Use Results

- Celebrate success
  ◦ What are students’ strengths?
- Identify areas for improvement
  ◦ What are students’ weaknesses?

Faculty discussion:

What led to these results?
Engage in a constructive analysis.
Use Results

- Successes: publicize student strengths
- Improvement:
  - Increase opportunities for practice
  - Modify assignments
  - Clarify expectations
    - Distribute rubric; make models available
  - Change or clarify rubric
  - Change data collection method

Set up students for success.
Mahalo!

Assessment Office
University of Hawai‘i at Mānoa

Monica Stitt-Bergh
bergh@hawaii.edu

Marlene Lowe
mplowe@hawaii.edu
RUBRIC EXAMPLES

Oral Presentation Holistic Scoring Rubric
Southeast Missouri State University


SCORE 6. Designates a Clearly Excellent speech.
A. Focus: the thesis is very clearly stated; the topic is narrowed sufficiently; the specific audience has clearly been taken into account when delivering the speech
B. Organization: the speech has a clear introduction that catches the audience’s attention effectively and is connected to the whole; effective transitions recap each main point; the conclusion effectively summarizes the speech and is related to the whole
C. Development: all main points begin with a clear topic sentence; all main and supporting points are supported by specific and highly effective examples/evidence; the main and supporting points all relate to each other
D. Style: language is memorable; language usage is felicitous; tone is appropriate
E. Delivery: eye contact is effectively established with the audience; gestures and paralinguistic cues are used to reinforce particularly important ideas; no excessive use of vocalized pauses (e.g., “ah, um”); student is extremely articulate
F. References: outside sources and incorporated logically, insightfully, and elegantly; sources are documented accurately

SCORE 5. Designates a Still Impressive speech.
A. Focus: the thesis is clearly stated; the topic is limited; the specific audience has clearly been considered when delivering the speech
B. Organization: the introduction catches the audience’s attention and is connected to the whole; transitions signal movement to another point; the conclusion is clean and related to the whole
C. Development: almost all main points begin with a clear topic sentence; the main and supporting points include concrete, specific evidence/examples; almost all the main and supporting points relate to each other
D. Style: most language is memorable; language usage is accurate; tone is appropriate
E. Delivery: eye contact is established with the audience; gestures and paralinguistic cues are mostly used to reinforce particularly important ideas; some vocalized pauses are used; student is articulate
F. References: source material is used logically and proficiently; sources are accurately documented

SCORE 4. Designates an Adequate speech.
A. Focus: the thesis is clear or clearly implicit; the topic is partially limited; it is implied that the specific audience has been considered when delivering the speech
B. Organization: the introduction and conclusion are clear and somewhat related to the whole; some transitions are used
C. Development: some main points begin with a clear topic sentence; some main and supporting points include specific evidence/examples; most main and supporting points relate to each other
D. Style: most language is somewhat memorable; language usage is correct; tone is usually appropriate
E. Delivery: eye contact with the audience is somewhat established; gestures and paralinguistic cues are sometimes used to reinforce particularly important ideas; several vocalized pauses are used; student is somewhat articulate
F. References: source material is incorporated logically and adequately; sources are documented accurately for the most part

Continued
NON-MASTERY SCORES

SCORE 3. Designates a Developing speech
A. Focus: the thesis is unclear; the topic is only partially limited; the specific audience has been partially considered when delivering the speech
B. Organization: the introduction and conclusion may be ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used
C. Development: some main points have stated or implied topic sentences; some main points are supported by specific evidence/examples; some main and supporting points relate to each other
D. Style: language is not very memorable; language usage is generally accurate; tone is often inappropriate
E. Delivery: eye contact with the audience is hardly established; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate
F. References: source material is incorporated but sometimes inappropriately or unclearly; sources are documented accurately only occasionally

SCORE 2. Designates a Rudimentary speech
A. Focus: the thesis is unclear; the topic is not limited; the specific audience has been considered vaguely when delivering the speech
B. Organization: the introduction and conclusion are ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used
C. Development: few main points have stated or implied topic sentences; few main points are supported by specific evidence/examples; supporting material is imprecise, unclear, or redundant; few main and supporting points relate to each other
D. Style: language is not memorable; language usage is inaccurate; tone is inappropriate
E. Delivery: almost no eye contact with the audience; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate
F. References: source material is inappropriately or unclearly incorporated; documentation is infrequent

SCORE 1. Designates an Incoherent speech
A. Focus: the topic and thesis are unclear; no apparent attempt has been made to limit the topic; the specific audience has not been considered at all
B. Organization: no attempt has been made to compose an effective introduction or conclusion; these is no logical plan to the speech
C. Development: main points contain no topic sentences; main points are not supported by specific examples/evidence; little or no supporting material is used; main and supporting points do not relate to each other
D. Style: language is not memorable or is confusing; language usage is inaccurate; tone is inappropriate or distracting
E. Delivery: no eye contact is made with the audience; gestures and paralinguistic cues are not used to reinforce particularly important ideas; vocalized pauses are used in abundance and distract from the overall message
F. References: source material is never incorporated or incorporated inappropriately or unclearly; documentation is inaccurate

SCORE 0
Designates a speech that has clearly not been developed on the assigned topic or makes no attempt to answer the given question or relate to the given topic.

This rubric is based upon the scoring rubric used by the Writing Outcomes Program at Southeast Missouri State University.
# Oral Presentation Rubric

California State University East Bay Undergraduate Business Rubric

<table>
<thead>
<tr>
<th></th>
<th>1: Beginner</th>
<th>2: Novice</th>
<th>3: Proficient</th>
<th>4: Advanced</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because student jumps around.</td>
<td>Student presents information in logical sequence which audience can follow.</td>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student is at ease with expected answers to all questions, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Student uses superfluous graphics or no graphics</td>
<td>Student occasionally uses graphics that rarely support text and presentation.</td>
<td>Student's graphics relate to text and presentation.</td>
<td>Student's graphics explain and reinforce screen text and presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Student's presentation has four or more spelling errors and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Student reads all of report with no eye contact.</td>
<td>Student occasionally uses eye contact, but still reads most of report.</td>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
<td>Student maintains eye contact with audience, seldom returning to notes.</td>
<td></td>
</tr>
<tr>
<td><strong>Elocution</strong></td>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td>Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**

0 – 17: Does not meet standard.
18 or above: Meets standard
## Oral Communications Assessment Rubric

Auburn University Dept. of Chemical Engineering

Retrieved January 30, 2006 from


<table>
<thead>
<tr>
<th>Topic (Weight)</th>
<th>Unacceptable (0)</th>
<th>Marginal (1)</th>
<th>Acceptable (2)</th>
<th>Exceptional (3)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization &amp; Structure</strong> (1)</td>
<td>Not possible to understand presentation due to absence of structure.</td>
<td>Difficult to follow presentation due to erratic topical shifts and jumps.</td>
<td>Most information is presented in logical order which is easy to follow.</td>
<td>All information is presented in a logical, interesting and novel sequence, which is easily followed.</td>
<td></td>
</tr>
<tr>
<td><strong>Content &amp; Knowledge</strong> (3)</td>
<td>No grasp of information. Unable to answer questions about subject.</td>
<td>Uncomfortable with information. Capable only of answering rudimentary questions.</td>
<td>At ease with content and able to elaborate and explain to some degree.</td>
<td>Demonstration of full knowledge of the subject with explanations and elaboration.</td>
<td></td>
</tr>
<tr>
<td><strong>Visual Aids &amp; Neatness</strong> (2)</td>
<td>No visual aids.</td>
<td>Occasional use of visual aids, however they barely support text or presentation. Several misspellings and/or grammatical errors on slides.</td>
<td>Visual aids are related to text and presentation. Minor misspellings and/or grammatical errors.</td>
<td>Text and presentation are reinforced by the use of visual aids. Negligible misspellings and/or grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery &amp; Speaking Skills</strong> (2)</td>
<td>Significant mumbling and incorrect pronunciation of terms. Voice level too low or too high. Monotonous, no eye contact, rate of speech too fast or too slow</td>
<td>Occasional mispronunciation of terms. Little eye contact, uneven rate, only little expression</td>
<td>Voice is clear and at a proper level. Most words pronounced correctly. Some eye contact, steady rate, excessively rehearsed</td>
<td>Clear voice and correct, precise pronunciation of terms. Good eye contact, steady rate, enthusiasm, confidence</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Length</strong> (1)</td>
<td>Too long or too short. +/- 10 minutes</td>
<td>+/- 6 minutes</td>
<td>+/- 4 minutes</td>
<td>+/- 2 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL PERFORMANCE**

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Exceptional</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>POINTS REQUIRED</td>
<td>0–6</td>
<td>7–13</td>
<td>14–20</td>
<td>21–27</td>
<td></td>
</tr>
</tbody>
</table>
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.
Oral Communication VALUE Rubric

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
</tr>
<tr>
<td><strong>Central Message</strong></td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
<td>Central message is clear and consistent with the supporting material.</td>
<td>Central message is basically understandable but is not often repeated and is not memorable.</td>
</tr>
</tbody>
</table>
Refining the Scoring System. A method for weighting the observation scores was refined in consultation with a biostatistician and a certified behavior analyst. For each behavior, a weighted total is obtained as follows:

- Marks in the “Observed and Good” column = 1.
- Marks in the “Variation in Quality” column = .5.
- Marks in the “Expected but not Observed” column = 0.

Scores are added together to achieve a weighted total. Thereafter, a second total is obtained by simply adding up the total number of marks made. The weighted-total, divided by the total-number-of-marks, adjusted to a 100-point scale, is the quality score for that behavior. In this manner a quality score is established for each behavior during each observation period.

Graphic Display of the Scoring Process. Display of information is a key component to getting buy-in for improvement efforts and for giving feedback once improvement efforts are underway. Examples of graphical displays of baseline observations for nine individual gastric bypass surgeries (each surgical procedure lasting about two hours) are provided as follows:

- For Each Observation Period:  
  - Overall average CATS scores (Figure 2, at left)  
  - Category scores (with overall average category score; Figure 3, page 556)  
  - A specific behavior quality score (Figure 4, page 557)  

- For All Observation Periods:  
  - Average Behavior Scores (Figure 5, page 556)

The final figure depicts a Behavior score over a time series with annotations, beginning after training was started (Figure 6, page 557). The graphs begin with an overview of the nine individual gastric bypass surgeries observed, showing scores obtained by averaging all the behavior weighted-scores together (Figure 2). The figures then become progres-