Results of Oral Communications Assessment Project

Procedures

Two Graduate Teaching Assistance from Communication Studies were hired to evaluate student presentations from the Colleges of Engineering and Business. Student presentations were made as part of their capstone course requirements and students were filmed making presentations in front of their classmates and faculty.

All presentations were part of group presentations, with individual students within each presentation scored independently. In the Engineering presentations, all members of each group participated in the presentation, whereas in the Business presentations, only 2 members of each group of 4 participated in the presentation. These yielded assessment of 97 students. Two raters rated each video, shared their scores, and made adjustments if they disagreed by 2 points on any one dimension. The scores from the 2 raters were averaged to create a score for each student.

Assessment measure

Raters evaluated presentations using a rubric developed in previous pilot testing in 2012. It consisted of 5 dimensions and a scale of 1 to 3. There was also an option for raters to report that they did not have enough information to judge.

Results

Across the 5 dimensions, the most frequent score was 2. Very few students received a 3 from both judges and use of vocal variety was the area of greatest weakness.

Strongest dimension

Have I selected and developed a meaningful topic?

	Frequency	Percent
2.00	42	42.9
2.50	29	29.6
3.00	15	15.3
Unable to Judge	12	12.2
Total	98	100.0

Weaker dimensions

Have I relied upon ample and appropriate supporting material?

	Frequency	Percent
1.50	10	10.2
2.00	53	54.1
2.50	20	20.4
2.80	1	1.0
3.00	11	11.2
Unable to Judge	3	3.1
Total	98	100.0

Have I employed appropriate vocal variety?

	Frequency	Percent
1.00	17	17.3
1.50	29	29.6
2.00	33	33.7
2.50	7	7.1
3.00	10	10.2
Unable to Judge	2	2.0
Total	98	100.0

Have I organized my ideas appropriate to my topic, audience, occasion, and purpose?

	Frequency	Percent
1.00	10	10.2
1.50	19	19.4
1.67	1	1.0
2.00	35	35.7
2.20	1	1.0
2.50	23	23.5
3.00	6	6.1
Unable to Judge	3	3.1
Total	98	100.0

Have I demonstrated appropriate nonverbal behavior that supports the verbal message?

	Frequency	Percent
1.00	6	6.1
1.50	12	12.2
2.00	58	59.2
2.50	15	15.3
3.00	5	5.1
Unable to Judge	2	2.0
Total	98	100.0

Responses

Overall, the process was smooth and without technical complication. Use of a standard recording service was successful. It is not clear that external judges can accurately evaluate the meaningfulness of a presentation topic, and students may not have a great deal of latitude in choosing their topics. Therefore, scoring on this dimension may not be appropriate for this method.
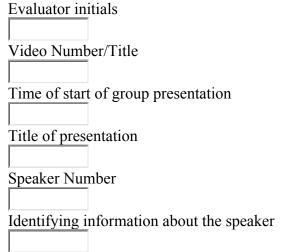
Judges suggested evaluation of all "on camera" actions, including stance and behaviors while other group members are presenting.

These scores will be communicated to the capstone instructors for possible revision of the rubric and revision of the grading process within these classes.

Scoring and analysis was completed during Summer 2014, and no formal action plan has been completed.

2014 Oral Comm Assessment

This is the form for rating each SPEAKER. You will need to complete this form for each speaker in a presentation. This means that for a single presentation, you may complete this form several times. You should rate them in the order in which they first present - some presenters may speak more than once, but you should list them in the order in which they first present.

Evaluator initials

Video Number/Title

Time of start of group presentation

Title of presentation

Speaker Number

Identifying information about the speaker

Have I selected and developed a meaningful topic?

- o ☐ There is difficulty understanding precisely the purpose of the speech. Presents a topic and focus that are inappropriate or inconsistent with the purpose of the speech; the speech topic is insufficiently developed; there is little to no evidence of successful audience analysis. Does not identify a clear thesis.
- o ☐ Presents a topic and focus that are appropriate and generally consistent with the purpose of the speech; the speech topic is sufficiently developed; the speaker reflects adequate attention to the specific audience. Presents a clear and identifiable thesis.
- o ☐ Presents a topic and focus that are exceptional and clearly consistent with the purpose of the speech and are relevant to what the speaker hopes to accomplish; the speech topic is fully developed; the speaker reflects insightful attention to the specific audience. Presents an exceptionally clear and identifiable thesis.
- o ☐ Not enough information to judge

Have I relied upon ample and appropriate supporting material?

- o ☐ Uses and cites supporting material that is not credible or reliable. Provides supporting material that is vaguely, if at all, linked to the purpose of the speech, and the variety is either too little or too great to do anything but detract from the effectiveness of the speech.
- o ☐ Uses and cites a variety of supporting material that is generally credible and reliable. Provides supporting material that is adequately linked to the topic, audience, setting, and purpose of the speech.
- o ☐ Uses and cites a variety of supporting material that is credible and reliable. Provides supporting material that is unarguably linked to the topic, audience, setting, and purpose of the speech.
- o ☐ Not enough information to judge

Have I organized my ideas appropriate to my topic, audience, occasion, and purpose?

- ☐ Lacks an appropriate organizational pattern. The introduction is not clear, accurate, or engaging; the material within the body reflects a lack of clarity and is inadequately organized; transitional sentences are absent or poorly developed; the conclusion fails to reinforce the purpose of the speech.
- ☐ Presents an appropriate organizational pattern that is generally clear and accurate. The introduction is somewhat clear, concise, and engaging; the material within the body is adequately organized; uses some transitional sentences; the conclusion generally reinforces the purpose of the speech.
- ☐ Presents an exceptionally clear and accurate organizational pattern. The introduction is clear, concise, and engaging; the material within the body is superiorly organized; effective transitional sentences are present; the conclusion reinforces the purpose of the speech.
- ☐ Not enough information to judge

Have I employed appropriate language?

- ☐ Employs language that is not clear, vivid, accurate, inclusive, and is inappropriate (e.g., sexist, racist language). Does not use pronunciation, grammar, and language appropriate to the specific audience.
- ☐ Employs language that is reasonably clear, vivid, accurate, inclusive, and appropriate (e.g., avoiding sexist, racist language). Generally uses standard pronunciation, grammar, and language appropriate to the specific audience.
- ☐ Employs language that is exceptionally clear, vivid, accurate, inclusive, and appropriate (e.g., avoiding sexist, racist language). Uses standard pronunciation, grammar, and language appropriate to the specific audience.
- ☐ Not enough information to judge

Have I employed appropriate vocal variety?

- ☐ Presents a lack of vocal variety and fails to speak in a conversational mode. Shows frequent weakness in controlling or adapting the speaking rate, pitch, and paralanguage (voice emphasis, pause, tone, etc.) resulting in an overall detraction from the quality or impact of the speech.
- ☐ Presents adequate use of vocal variety in a conversational, interactive manner. Shows occasional weakness in the speaking rate, pitch, and paralanguage (voice emphasis, pause, tone, etc.); vocal variety is generally suitable to the message, occasion, and the audience.
- ☐ Presents exceptional use of vocal variety in a conversational, interactive manner. Uses a speaking rate, pitch, and paralanguage (voice emphasis, pause, tone, etc.) that are suitable to the message, occasion, and audience. Overall, uses vocal variety to heighten the content of the language of the speech.
- ☐ Not enough information to judge

Have I demonstrated appropriate nonverbal behavior that supports the verbal message?

- ☐ Demonstrates unacceptable posture, gestures, bodily movement, facial expressions, use of dress, and eye-contact; nonverbal behaviors are incongruent with the verbal intent and detracts from the speaker's credibility.
- ☐ Demonstrates adequate posture, gestures, bodily movement, facial expressions, use of dress, and eye-contact that reinforces the verbal message.
- ☐ Demonstrates exceptional posture, gestures, bodily movement, facial expressions, use of dress, and eye-contact that reinforces the verbal message and builds inclusiveness with the entire audience.
- ☐ Not enough information to judge

Group Delivery

- ☐ Group members are distracting and no connection between speakers/topics
- ☐ Groups members are somewhat attentive and there is adequate transition between speakers.
- ☐ Group members are appear engaged and attentive even while not speaking, group seems cohesive and practiced

Overall Evaluation of Presentation (Just one per group)

- ☐ A
- ☐ B
- ☐ C
- ☐ D
- ☐ F

Other qualitative comments