Department/Program/Unit: Human and Social Science   **Date: 09/30/19**
Related: University Goals/Outcomes: Communication   Select   Select   Select
Members involved with development of Plan: Thad Warren, Kathy Miller, Tim Huntington, Ed Hoffman, and Sara Brady
Departmental/Program/Unit Student Outcome: *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).* **State as follows: Students should be able to [action verb] [something**]. Goal: Students will use effective oral communication skills. Learning Outcome: Students will be able to communicate subject-related knowledge.
Background: *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.* This student learning outcome is present across the majority of the courses offered in the department, but it has never been formally assessed. One reason is due to difficulties capturing oral communication artifacts for the purpose of assessment. Because the university acquired new video-capture technologies, as well as the integrated video-based software in Blackboard, our department now has the tools needed to efficiently capture assessment artifacts related to this learning outcome.
Question: *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)* Do students enrolled in two out of the three capstone courses demonstrate mastery in oral communication across the following domains?:   1. Organization (organizational pattern and sequence)   2. Language (appropriate language choices)   3. Delivery (techniques related to posture, gesture, vocal expressiveness, etc.)   4. Supporting Material (examples, illustrations, analysis, etc.)   5. Central Message (compelling message stated precisely and strongly supported)

Methodology:
 1. *OBJECT* - What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Students enrolled in PSY/SOC 490 (Senior Capstone) and PSY/SOC 406 (Applied Research) will deliver an oral or narrated presentation regarding their final projects. Students in both classes are required to present the purpose of their project, theoretical/practical background, methods of completing their project, main findings, and general implications or takeaways from their project outcomes. The presentation time varies by class (e.g., 10–30 minutes).
   a. *How does this data address the assessment question?* Students' presentations will be assessed according to a rubric that scores students according to each of the five oral communication domains.
     i. *Include/attach a description/example of assessment tool to be used.*
 2. *How will data be collected?* Data will be collected via Blackboard for students in PSY/SOC 490. Students will upload a link to a video of their narrated presentation. Students enrolled in PSY/SOC 406 will deliver their presentations in class, which will be recorded using the software Swivl. Swivl is a mobile app that connects to a robot that tracks their movement as it records their presentation, as well as syncs the video of their presentation with their PowerPoint slides.

Analysis of Artifacts: *PERFORMANCE CRITERIA* - Discuss:*   1) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):* Artifacts will be analyzed by two independent raters (who did not instruct either class). A scoring rubric will be used to determine if students meet benchmark level performance. If students do not meet benchmark requirements, then a score of 0 will be assigned for that particular scoring category. Descriptive statistics (i.e., frequency and percentage) will be calculated for each rubric category.   2) *How you will know if it is good (i.e. score required by % of students):* Mastery in oral communication will be met if at least 75% of students score a 2 or higher on each of the rubric categories.
Submitted by: Sara Brady   Date: 09/30/19 Assessment Committee Reviewed (Date):   10/16/19
Department Chair notified of approval/or additional action needed: Approved

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

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 by 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.

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

	Capstone	Milestones		Benchmark
	4	3	2	1
Organization	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.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.