

Oral Communication Focus (OC)

Student Learning Outcomes

Content Selection

1. Students will select appropriate content for an oral presentation activity.

Organization

2. Students will present information in a clear and organized manner appropriate for the intended audience and purpose.

Delivery (Style)

3. Students will demonstrate effective verbal and nonverbal delivery.
4. Students will use handouts or visual aids to promote clarity and interest [if applicable].

Rubrics

1. Content Selection for Oral Presentation Activities

Beginning	Developing	Accomplished	Exemplary
Does not select relevant content	Selects insufficient content or selects content of limited relevance	Selects sufficient and mostly relevant content	Selects substantial and highly relevant content

2. Organization of Oral Presentation

Beginning	Developing	Accomplished	Exemplary
Provides little or no focus or order to the material, lacks audience awareness.	Provides some focus or order to the material but the structure is somewhat unclear, somewhat appropriate for the audience.	Focuses and orders the material to convey a generally unified point or effect, generally appropriate for the audience.	Focuses and orders the material to convey a unified point or effect, highly appropriate for the audience.

3. Delivery: Verbal and Nonverbal Communication

Beginning	Developing	Accomplished	Exemplary
Inappropriate or ineffective enunciation; pronunciation, volume, pitch, inflection, or pace seriously hinder the speaker's audibility or obstruct communication with the audience. Reading of or reference to notes, recitation. Inappropriate display or lack of energy level or empty vocalizations adversely affect the delivery. Poor posture, distracting or inappropriate body movements or gestures, or lack of eye contact interferes with the delivery.	Enunciation is hampered by occasionally lazy articulation; some inappropriateness of pronunciation, volume, pitch, inflection, or pace may be noticeable but such instances do not seriously hinder the speaker's audibility. Delivery generally appears spontaneous but some moments of apparent recitation, reading of notes, or reference to notes occasionally interrupt. Inappropriate body movements, facial expressions, or gestures are occasionally noticeable.	Clear enunciation; appropriate pronunciation, volume, pitch, inflection, and pace are generally maintained, but occasionally the speaker's voice is lacking somewhat in the appropriate enthusiasm or energy level. Delivery appears spontaneous throughout. A few empty vocalizations are noticeable but are not distracting. Speaker appears interested; facial expressions are consistently compatible with spoken content; body movements and gestures are usually natural, appropriate, and relaxed. Any nervous movements do not interfere with the presentation. Any lack of eye contact is only momentary.	Clear enunciation; appropriate pronunciation, volume, pitch, inflection, and pace throughout. Speaker sounds genuinely interested in the topic. Delivery appears spontaneous throughout. Notes may assist but do not interrupt or control delivery. Physical presentation is appropriate and purposeful in enhancing the speaker's comments; body movements and gestures are natural, appropriate, and relaxed; eye contact is consistently maintained.

4. Delivery: Handouts and Visual Aids [if applicable]

Beginning	Developing	Accomplished	Exemplary
No use of handouts or visual aids –or– Aids are inappropriate, distracting, incomprehensible, or extraneous. Speaker faces the screen, blocks audience's view of the aid, and/or does not refer to the handout.	Only minimal use of handouts or visual aids –or– Handouts and/or visual aids are not quite appropriate, or are somewhat distracting, not completely comprehensible, or somewhat extraneous. Speaker occasionally faces the screen, blocks the audience's view of the aid, and/or does not refer to handout in a very appropriate or effective manner.	Handouts and/or visual aids are appropriate, not distracting, generally comprehensible or not extraneous. Speaker generally faces the audience, does not block the audience's view of the aid, and/or refers appropriately to the handout.	Handouts and/or visual aids are highly appropriate, not distracting, completely comprehensible, and highly relevant. They add significantly to the presentation. Speaker consistently faces the audience, does not block the audience's view of the aid, and/or the references to handouts contribute to the effectiveness.

The Content Selection rubric was adapted from the San Diego State University Cabrillo Tidepool Study Collaboration Rubric (p. 60 of Allen's yellow handout). The Organization and Delivery rubrics were adapted from the University of South Carolina's General Education Assessment Criteria – Oral Communication (p. 36 of Allen's yellow handout).

Assessment Planning

1. **Survey** OC instructors to locate professors who require a formal oral presentation (individual or group) & willingness to participate.
2. **Recruit** 5 OC instructors, preferably ones who already plan to record student presentations.
 - a. Number of students: 5 from each course (25 total)
3. Consult with speech faculty regarding techniques for training faculty to score presentations.
4. **Recruit 5 faculty members to score** the presentations using the rubrics.
5. Record oral presentations and/or copy the instructor's recording of presentation. Gather students' handouts and/or copies of visual aids.
6. **Score presentations** using the 4 rubrics

Note: video recording equipment can be loaned from CIS.

Survey Questions

The Oral Communication Board, General Education Committee, and General Education Office are planning a pilot study to determine the usefulness of rubrics to evaluate a student's oral performance. As a first step, we are gathering information on which Oral Communication (OC) courses require presentations.

1. Are students in your Oral Communication course required to give an oral presentation to the class?

If yes, please answer the remaining questions.

2. How many oral presentations are required?
3. How many of the oral presentations are team or group presentations?
4. Are the oral presentations video recorded?
- 5.

An alignment question: Does prior training in public speaking (e.g., completion of SP 151 or 251) have an effect students' skill level on the 4 learning outcomes?