

Oral Communication Competency

Assessment Update, Draft Spring 2015

Prepared by:

Faculty Senate Academic Outcomes Assessment Committee
Planning, Assessment & Analysis

How we assess the Oral Communication competency?

Indirect Evidence



During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Given a course presentation	●	●	●	●

Direct Evidence

AAU Oral Communication VALUE Rubric

ORAL COMMUNICATION VALUE RUBRIC

For more information, please contact rubric@aauc.edu

Oral communication is a prepared, prepared presentation designed to increase knowledge, to increase understanding, or to transform the beliefs, attitudes, beliefs, or behaviors.

Evaluation or assessment is made on a scale of 1 (very weak) to 4 (excellent) or 5 (best) for the oral communication. The rubric assesses the values, beliefs, or behaviors.

	Capstone 1	Capstone 2	Capstone 3	Capstone 4
Organization	Organizational pattern (topic, introduction and conclusion) sequenced rationally within the body and transitions (body) and conclusion clearly and logically related to the content of the presentation.	Organizational pattern (topic, introduction and conclusion) sequenced rationally within the body and transitions (body) and conclusion clearly and logically related to the content of the presentation.	Organizational pattern (topic, introduction and conclusion) sequenced rationally within the body and transitions (body) and conclusion clearly and logically related to the content of the presentation.	Organizational pattern (topic, introduction and conclusion) sequenced rationally within the body and transitions (body) and conclusion clearly and logically related to the content of the presentation.
Language	Language chosen is readable and understandable, and reflects the effectiveness of the presentation. Language presentation is appropriate to the audience.	Language chosen is readable and understandable, and reflects the effectiveness of the presentation. Language presentation is appropriate to the audience.	Language chosen is readable and understandable, and reflects the effectiveness of the presentation. Language presentation is appropriate to the audience.	Language chosen is readable and understandable, and reflects the effectiveness of the presentation. Language presentation is appropriate to the audience.
Delivery	Delivery technique (content, gesture, vocal, and vocal reinforcement) make the presentation compelling and speaker appears polished and confident.	Delivery technique (content, gesture, vocal, and vocal reinforcement) make the presentation compelling and speaker appears polished and confident.	Delivery technique (content, gesture, vocal, and vocal reinforcement) make the presentation compelling and speaker appears polished and confident.	Delivery technique (content, gesture, vocal, and vocal reinforcement) make the presentation compelling and speaker appears polished and confident.
Supporting Material	A variety of types of supporting materials (statistics, quotations, analogies, metaphors, and illustrations) are used to support the main points of the presentation or establish the presenter's credibility, authority or the topic.	Supporting materials (statistics, quotations, analogies, metaphors, and illustrations) are used to support the main points of the presentation or establish the presenter's credibility, authority or the topic.	Supporting materials (statistics, quotations, analogies, metaphors, and illustrations) are used to support the main points of the presentation or establish the presenter's credibility, authority or the topic.	Supporting materials (statistics, quotations, analogies, metaphors, and illustrations) are used to support the main points of the presentation or establish the presenter's credibility, authority or the topic.
Central Message	Central message is clear and consistent with the supporting material.	Central message is clear and consistent with the supporting material.	Central message is clear and consistent with the supporting material.	Central message is clear and consistent with the supporting material.

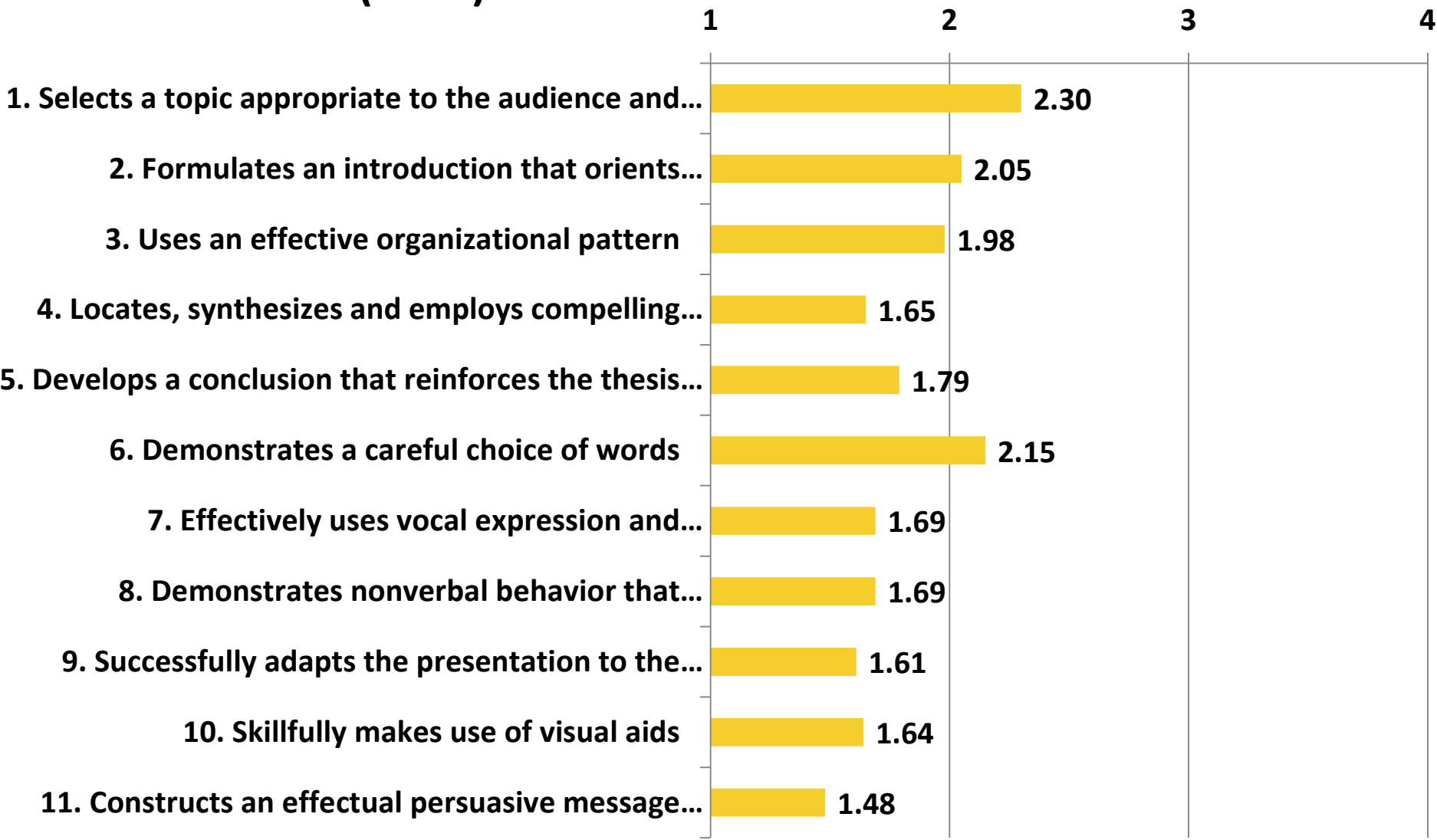
Millersville's Public Speaking Rubric

Oral Communication Effectiveness: Public Speaking Competence Assessment Rubric for Student Speeches

Performance Student	Advanced 4	Proficient 3	Basic 2	Minimal 1	Deficient 0
1. Select a topic appropriate to the audience and occasion	Topic engages audience; topic is worthwhile, timely, and presents new information to the audience	Topic is appropriate to the audience and situation and provides some useful information to the audience	Topic is uninteresting or lacks originality; provide scant new information to the audience	Topic is too trivial, too complex, or inappropriate for audience; topic not suitable for the situation	A single topic cannot be deduced
2. Formulate an introduction that orients audience to topic and speaker	Excellent attention getter; firmly establishes credibility; sound orientation to topic; clear thesis; preview of main points cogent and memorable	Good attention getter; generally establishes credibility; provides some orientation to topic; discernible thesis; preview of main points	Attention getter is mundane; somewhat develops credibility; awkwardly composes thesis; provides little direction for audience	Ineffective opening; little attempt to build credibility; abrupt jump into body of speech; thesis and main points are deduced but are not explicitly listed	No opening technique; no credibility statement; no background on topic; no thesis; no preview of points
3. Use an effective organizational pattern	Very well organized; main points clear, mutually exclusive and directly related to thesis; effective transitions and signposts	Organizational pattern is evident; main points are apparent; transitions present between main points; some use of signposts	Organizational pattern somewhat evident; main points are present but not mutually exclusive; transitions are present but are minimally effective	Speech did not flow well; speech was not logically organized; transitions present but not well formed	No organizational pattern; no transitions; soundness as if information was randomly presented

Millersville's Public Speaking Rubric Pilot Assessment (2010)

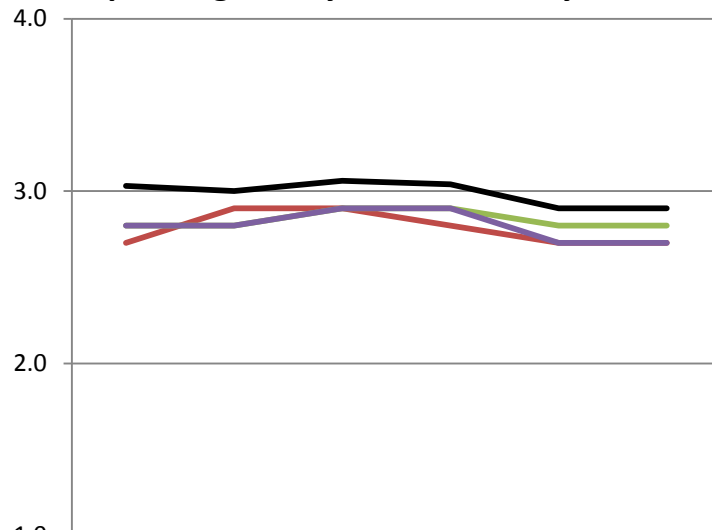
Overall score: 1.86



How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

NSSE

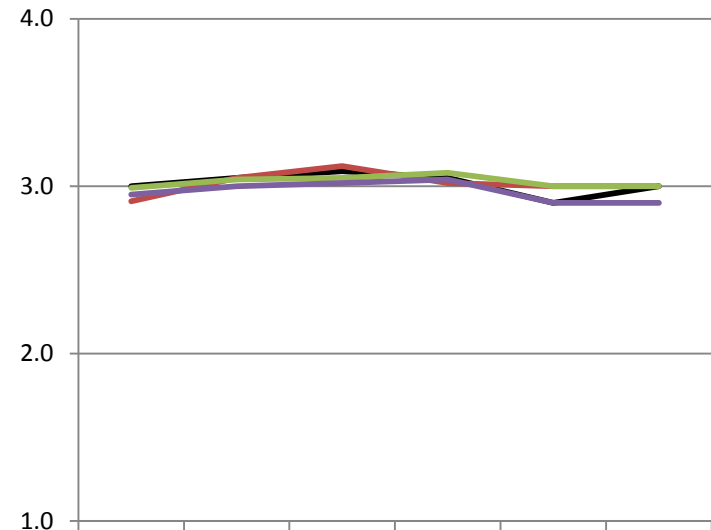
Speaking clearly and effectively



	2007	2008	2010	2012	2013	2014
MU	3.0	3.0	3.1	3.0	2.9	2.9
PASSHE	2.7	2.9	2.9	2.8	2.7	2.7
Master's	2.8	2.8	2.9	2.9	2.8	2.8
NSSE All	2.8	2.8	2.9	2.9	2.7	2.7

Freshmen

Speaking clearly and effectively



	2007	2008	2010	2012	2013	2014
MU	3.0	3.1	3.1	3.1	2.9	3.0
PASSHE	2.9	3.1	3.1	3.0	3.0	3.0
Master's	3.0	3.0	3.1	3.1	3.0	3.0
NSSE All	3.0	3.0	3.0	3.0	2.9	2.9

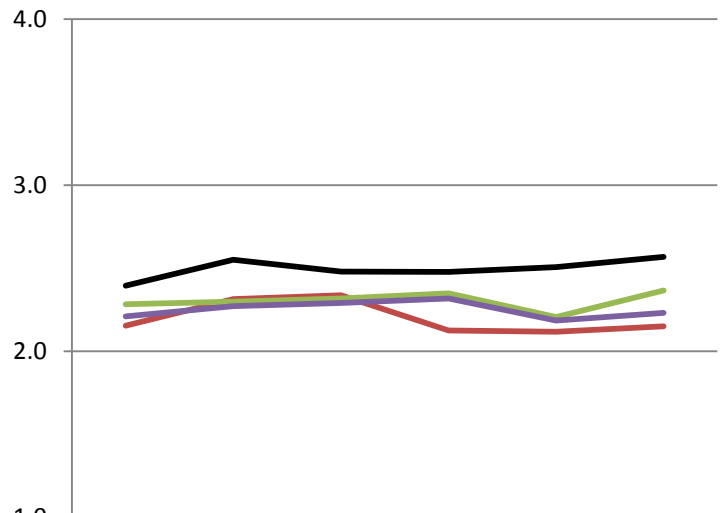
Seniors

During the current school year, about how often have you done the following? Gave a course presentation.

(1=Never, 2=Sometimes, 3=Often, 4=Very often)

NSSE

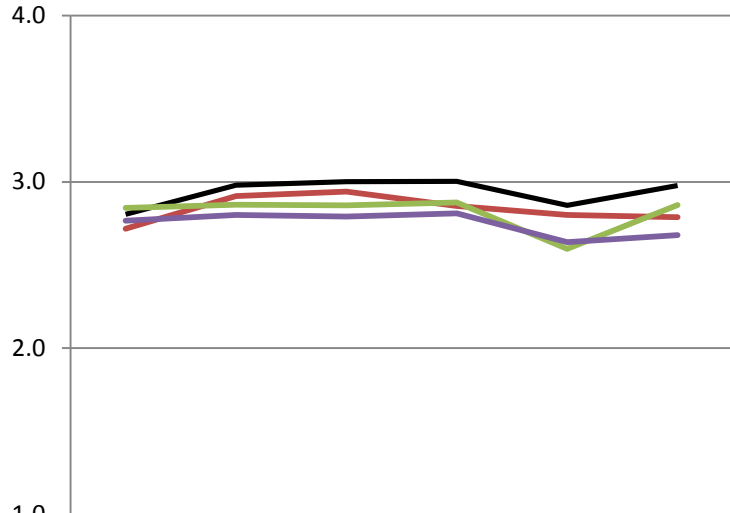
Gave a course presentation



	2007	2008	2010	2012	2013	2014
MU	2.4	2.6	2.5	2.5	2.5	2.6
PASSHE	2.2	2.3	2.3	2.1	2.1	2.2
Master's	2.3	2.3	2.3	2.3	2.2	2.4
NSSE All	2.2	2.3	2.3	2.3	2.2	2.2

Freshmen

Gave a course presentation



	2007	2008	2010	2012	2013	2014
MU	2.8	3.0	3.0	3.0	2.9	3.0
PASSHE	2.7	2.9	2.9	2.9	2.8	2.8
Master's	2.8	2.9	2.9	2.9	2.6	2.9
NSSE All	2.8	2.8	2.8	2.8	2.6	2.7

Seniors