

# Assessment of Oral Communication Skills

Lewis University  
College of Business

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## Agenda

- Lewis University & College of Business Missions
- Student Learning Outcomes
  - Baccalaureate Characteristics
- Assessment Methodology
  - Oral Communication Assessment Rubric
  - Students' Presentation Observations
  - Data Analysis
- Closing the Loop
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## Lewis University & COB



- **Private, Catholic, Lasallian**
  - College of Arts & Sciences
  - College of Business
  - College of Education
  - College of Nursing & Health Professions
  - School for Professional & Continuing Education
  
- **College of Business (COB)**
  - 7 Undergraduate Departments/Majors
  - 28 Full-time Faculty
  - 1,200 Students (700 Undergrad; 500 Graduate)

## Lewis University Mission



Saint John Baptist De La Salle

Lewis University, guided by its Catholic and Lasallian heritage, provides to a diverse student population programs for a **liberal and professional education** grounded in the interaction of knowledge and fidelity in the search for truth.

Lewis promotes the **development of the complete person** through the pursuit of wisdom and justice. Fundamental to its mission is a spirit of association which fosters **community in all teaching, learning and service**.

## College Of Business Mission



- To help students understand the function of business in the **development and stability** of local, national and international societies,
- To assist students in their **mastery** of the knowledge and skills necessary for careers in business, and
- To instill in business graduates capabilities for **quality decision-making and leadership**, with an **ethical sensitivity** and sense of justice and social responsibility.

## Institutional Student Learning Objectives

Lewis' faculty identified 7 Baccalaureate Characteristics (BC) in which every graduate must demonstrate proficiency.

Focus on # 1:

- **Read, write, speak, calculate, and use technology at a demonstrated level of proficiency.**

## Baccalaureate Characteristics

1. **Essential Skills:** Read, write, speak, calculate, and use technology at a demonstrated level of proficiency.
2. **Approaches to Knowledge:** Understand the major approaches to knowledge.
3. **Faith, Religion, & Spirituality:** Understand the place of faith, religion, and spirituality in the search for truth and meaning.
4. **Moral & Ethical Decision Making:** Understand and prepare for moral and ethical decision-making.

## Baccalaureate Characteristics

5. **Responsible Citizenship:** Become an informed, involved, and responsible citizen of a diverse yet interconnected national and global community.
6. **Critical Thinking:** Think critically and creatively.
7. **Lifelong Learning:** Possess the knowledge, skills, and dispositions to enter or advance a career, or to begin graduate study.

## Assessment Methodology

- Identification of specific student learning outcome to be assessed
- Development of oral communication assessment rubric
- Observations of student presentations
- Data analysis and reporting

## Development of Oral Communication Assessment Rubric

- Study existing rubrics from external resources as well as the ones COB faculty currently use
- Accrediting body requirements
- AACU VALUE Rubrics
- 11 rubrics from COB faculty in use for more than 15 courses
- Comparison of rubrics to identify common and unique aspects
- Goals:
  - General enough to be re-used in a different assessment cycle with different courses
  - Flexible enough for individual faculty to customize for their own courses and expectations (technical vs. non-technical, individual vs. group presentations)
  - Clear wording to allow for consensus between several evaluators of the same presentation

## AACU Oral Communication VALUE Rubric

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

## Sample Rubrics Comparison

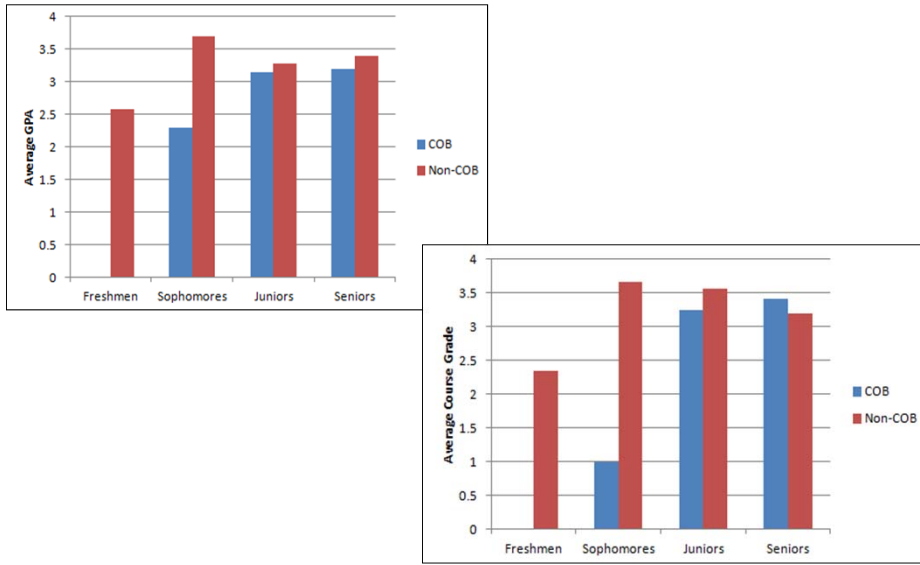
	<b>Bill</b>	<b>Bob</b>	<b>George</b>	<b>Ian</b>	<b>Marvin</b>
<b>Organization</b>	Organization and presentation of report	Presentation Style/Appearance	Organization/Structure	Clear, meaningful, interesting	Presentation coherence
<b>Language</b>	Organization and presentation of report	Presentation Style/Appearance	Style/Presentation/Appearance	Clear, meaningful, interesting	Explanation of Marketing principle
<b>Delivery</b>	Analysis	Presentation Style/Appearance	Style/Presentation/Appearance	Clear, meaningful, interesting	Explanation of Marketing principle
<b>Supporting Material</b>	Organization and presentation of report	Visuals	Use of Visual Aids	Relate to two topics Outside research	Overview of content
<b>Central Message</b>	Content of report	Analysis	Content	Issues identified	Marketing Principle
		+Learning	+Audience Participation	+Answer questions	+Ability to answer questions
			+Adherence to Time Limit	+Audience involvement	

ORAL PRESENTATION ASSESSMENT RUBRIC				
DATE/TIME: _____		COURSE: _____		
PRESENTER: _____		EVALUATOR: _____		
	1	3	5 --Meets the 3 level and...	Category Score
<b>Organization</b>	<ul style="list-style-type: none"> <li>○ Organizational pattern is <u>minimally</u> observable or not observable</li> </ul>	<ul style="list-style-type: none"> <li>○ Organizational pattern is <u>clearly</u> observable</li> </ul>	<ul style="list-style-type: none"> <li>○ Organizational pattern is <u>clearly</u> and <u>consistently</u> observable and is skillful</li> <li>○ Content of the presentation cohesive</li> </ul>	
<b>Language</b>	<ul style="list-style-type: none"> <li>○ Language choices are <u>unclear</u> and either minimally support or do not support the effectiveness of the presentation</li> <li>○ Language is not appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>○ Language choices <u>thoughtful</u></li> <li>○ Language choices generally support the effectiveness of the presentation</li> <li>○ Language is appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>○ Language choices are <u>imaginative, memorable, and compelling</u></li> <li>○ Language choices enhance effectiveness</li> </ul>	
<b>Delivery</b>	<ul style="list-style-type: none"> <li>○ Delivery techniques <u>detract</u> from the understandability of the presentation</li> <li>○ Speaker appears <u>uncomfortable</u></li> <li>○ Style and manner of dress <u>detract</u> from presentation</li> </ul>	<ul style="list-style-type: none"> <li>○ Delivery techniques make the presentation <u>understandable</u> and interesting</li> <li>○ Speaker appears <u>comfortable</u></li> <li>○ Style and manner of dress are <u>appropriate</u> for presentation</li> </ul>	<ul style="list-style-type: none"> <li>○ Delivery techniques make the presentation <u>compelling</u></li> <li>○ Speaker appears <u>polished</u> and confident</li> <li>○ Style and manner of dress <u>enhance</u> presentation</li> </ul>	
<b>Supporting Material</b>	<ul style="list-style-type: none"> <li>○ <u>Insufficient</u> or non-existing supporting materials</li> <li>○ Either non-existing references or the reference to information or analysis <u>minimally supports</u> the presentation or establishes credibility</li> </ul>	<ul style="list-style-type: none"> <li>○ Supporting materials <u>sufficient</u></li> <li>○ Reference to information or analysis that <u>generally supports</u> the presentation or establishes credibility</li> </ul>	<ul style="list-style-type: none"> <li>○ Supporting materials <u>more than sufficient</u></li> <li>○ A variety of types of supporting materials used</li> <li>○ Reference to information or analysis that <u>significantly supports</u> the presentation or establishes credibility</li> </ul>	
<b>Central Message</b>	<ul style="list-style-type: none"> <li>○ Either <u>non-existing</u> central message or the central message is <u>not explicitly stated</u>, but can be deduced</li> </ul>	<ul style="list-style-type: none"> <li>○ Central message basically <u>clear</u> and understandable</li> <li>○ Central message <u>consistent</u> with supporting material</li> </ul>	<ul style="list-style-type: none"> <li>○ Central message is <u>compelling</u></li> <li>○ Central message <u>strongly enhanced</u> by supporting material</li> </ul>	
Overall Score:				

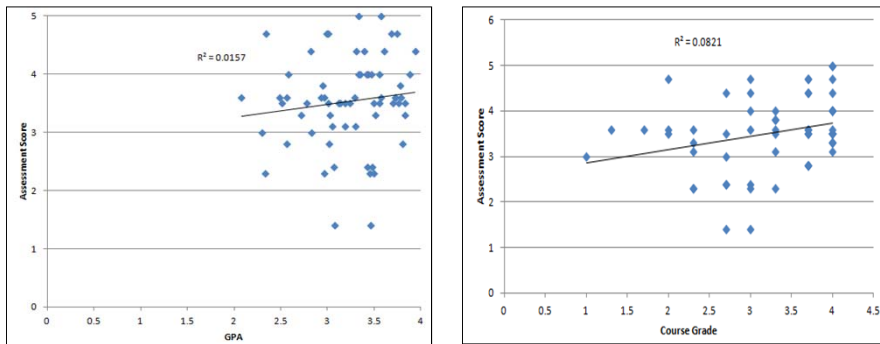
## Observation of Student Presentations

- Identify all COB courses with an end-of-semester presentation requirement
- Conduct the assessment during the last two weeks of Fall'11
- 14 classes visited by 5 different assessors
- 65 student presentations assessed
  - 37 COB, 28 non-COB students
- 20 group presentations evaluated by 2 assessors

## Summary Statistics



## Summary Statistics





## Closing the Loop

- Curriculum related Actions
- Assessment related Actions

## Actions driven by our discoveries-1

- Curricular changes made
  - Making the rubric available to the students before the presentations
  - Other changes likely, as follows.

## Actions driven by our discoveries-2

- The rubric, as originally designed had shortcomings
  - Solo versus Group Presentation
  - Seek external validity by scoring presenters as a group? or
  - Seek individualized justice by scoring each student as an individual?
  - Other, minor editorial changes were made as well
- We will adjust our rubric to allow for feedback to multiple students (when a group presents) or to solo presenters

## Actions driven by our discoveries-3

- We considered requiring additional communications courses as a prerequisite for more advanced courses
  - Only current prerequisite is College Writing
  - Other possibilities include: Introduction to Human Communication and Corporate Communications are available through the Communications Department.
- An alternative would be to develop our own modules related to presentation, perhaps a module might involve teaching the rubric
- No resolution to this yet

## Actions driven by our discoveries-4

- Data collection was more time consuming for assessment of oral presentations than for other SLOs (2 group presentations / session)
  - For next cycle either increase the number of assessors or allow two semesters for the assessment

## Any questions?

- Time permitting, we can discuss one or more of our concerns.
  - Performance Target
  - External validity or justice
  - Discrete course verses modules in courses
  - Time/resource consumption

## Performance Targets?

- Acceptable Score = 65%;
  - 70% of students  $\geq$  Acceptable
- Raise target % of students?
- Keep target % of students at 70% but raise acceptable score (standard) to \_\_\_\_?

## External validity or justice?

- In the future, should we:
  - Seek external validity by scoring presenters as a group? or
  - Seek individualized justice by scoring each student as an individual?

## Discrete course verses modules in courses?

- COB has a discrete upper-division communications course
  - “Discrete course” verses “module in courses” approach to building a communication foundation for our students in lower division

## -Time/resource consumption?

- Data collection was more time consuming for assessment of oral presentations than for other SLOs (2 [group] presentations / session).
  - For next cycle should we either increase the number of assessors or allow two semesters for the assessment?
  - “Creative” alternatives?