



“LIKE STEALING ACORNS FROM A BLIND PIG...”

THE ASSESSMENT OF ORAL COMMUNICATION OUTCOMES WITHIN GENERAL EDUCATION PATHWAYS AT CHICO STATE, 2013-2014

This document summarizes the activities and findings of the Oral Communication Assessment Committee of the Curriculum Advisory Board for the General Education Program at California State University, Chico, for the 2013-2014 academic year.

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ORAL COMMUNICATION ASSESSMENT COMMITTEE MEMBERS

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INTRODUCTION

In early fall of 2013, the Oral Communications Assessment (OCA) Committee of CAB was formed. Members included three Pathway Coordinators, one college representative to CAB, two Communication Studies faculty members, and the Dean of Undergraduate Education. The goal of the Committee was to coordinate the program level assessment by all Pathway Coordinators, as well as faculty teaching in their pathways, of the student learning outcome (SLO) of oral communication.

CAB will charge Pathway coordinators, working with faculty teaching in the pathways, with regular assessment of GE program level outcomes as expressed in a given Pathway.

EM 10-001, March 4, 2010

The OCA Committee met biweekly, alternating with scheduled CAB meetings, and decided early on to spend the fall semester of 2013 conducting an initial assessment of the practices and pedagogical approaches currently in use among faculty teaching oral communications within the general education curriculum. This initial assessment would then inform the process of the gathering and assessment of student work samples during the spring of 2014.

DESCRIPTION OF PROCESS

Initial Assessment: FALL 2013

Drawing substantially on the expertise of Communication Studies faculty members, the OCA Committee developed a survey of oral communications teaching practices (see Attachment A) for distribution to faculty teaching oral communications during the 2013-14 year. A total of 140 course/sections were identified from among lower and upper division general education courses where oral communication had been specified as a student learning outcome in the initial application for inclusion into the general education curriculum made during the 2010-11 academic year. From this pool, 121 sections had assigned instructors (some spring sections were unassigned at the time of the survey) comprising a pool of 80 instructor/respondents.

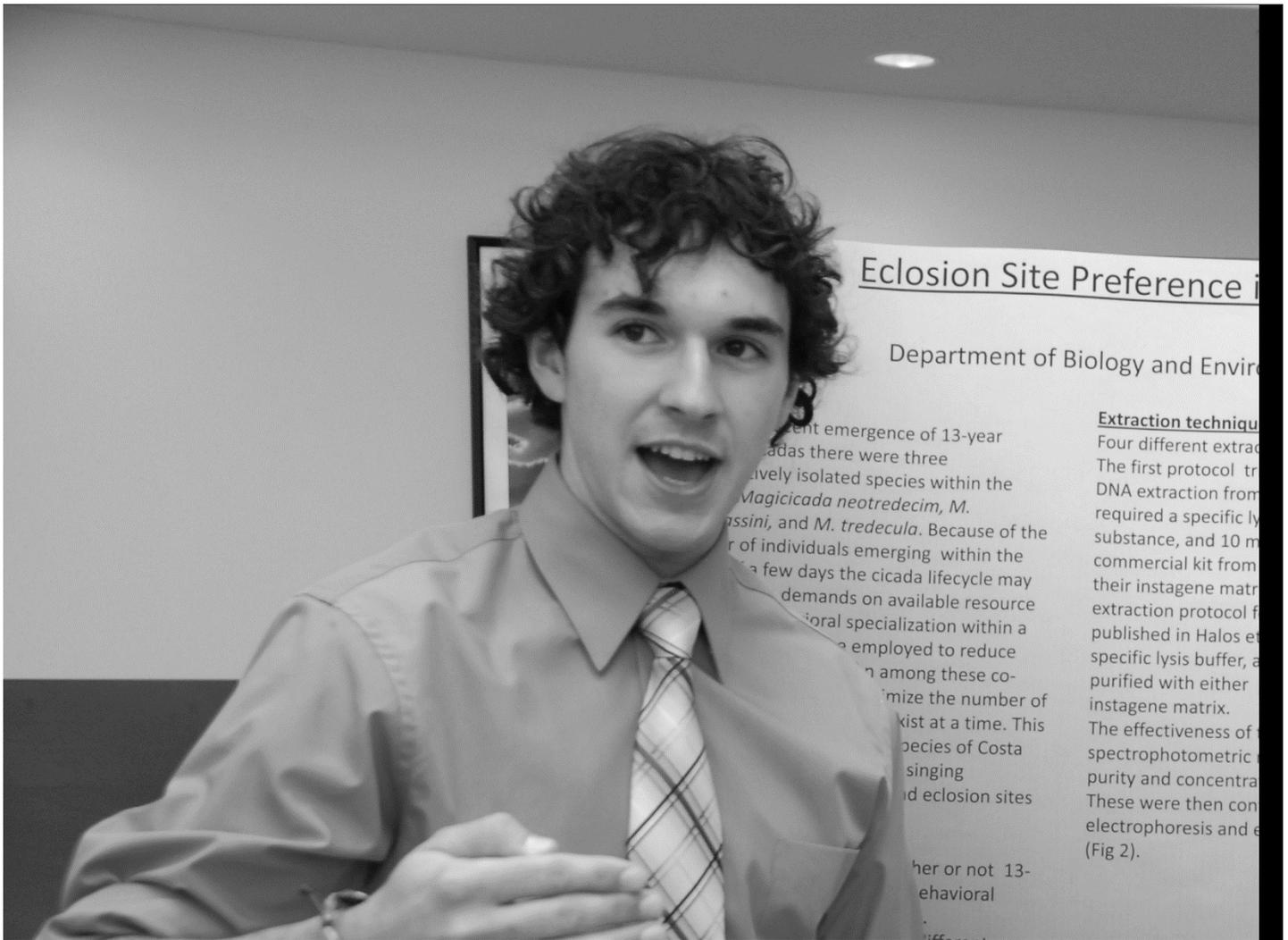
The web-based survey was distributed via hyperlink in a personalized email message that identified the instructor and course/section. Instructors teaching multiple sections or courses in which oral communication was specified as an SLO were asked to complete a survey for each course/section that they taught. The survey was followed up with two email reminders (see Attachment B).

The response rate on the survey was 62%. Of the 75 valid responses, 17% of respondents stated that they were not currently teaching the SLO. From among the remaining 63 valid responses, 28 instructors were identified as candidates for spring visits. These instructors were contacted by email in mid-December (see Attachment C) and asked to provide three possible dates upon which representatives of CAB could visit their spring classes to record student presentations. (See Attachment D for survey results, responses summarized in Table 1, below.)

In addition to the survey efforts, the OCA Committee formed a Faculty Learning Community (FLC) with the objective of sharing knowledge and practices related to effective teaching of oral communication. As part of the survey, respondents were asked to submit syllabi and rubrics.

Summary of Survey Responses	
Population	
140	OC sections 2013-14 AY
121	OC sections with identified instructor and email
Responses	
107	Started survey
32	Spurious / incomplete / testing
75	Valid responses collected (62% response rate)
12	Respondents report not teaching OC
24	Respondents submitted syllabi
14	Respondents submitted rubrics and/or other material

TABLE 1 – SUMMARY OF ORAL COMMUNICATIONS SURVEY DATA COLLECTION, FALL 2013.

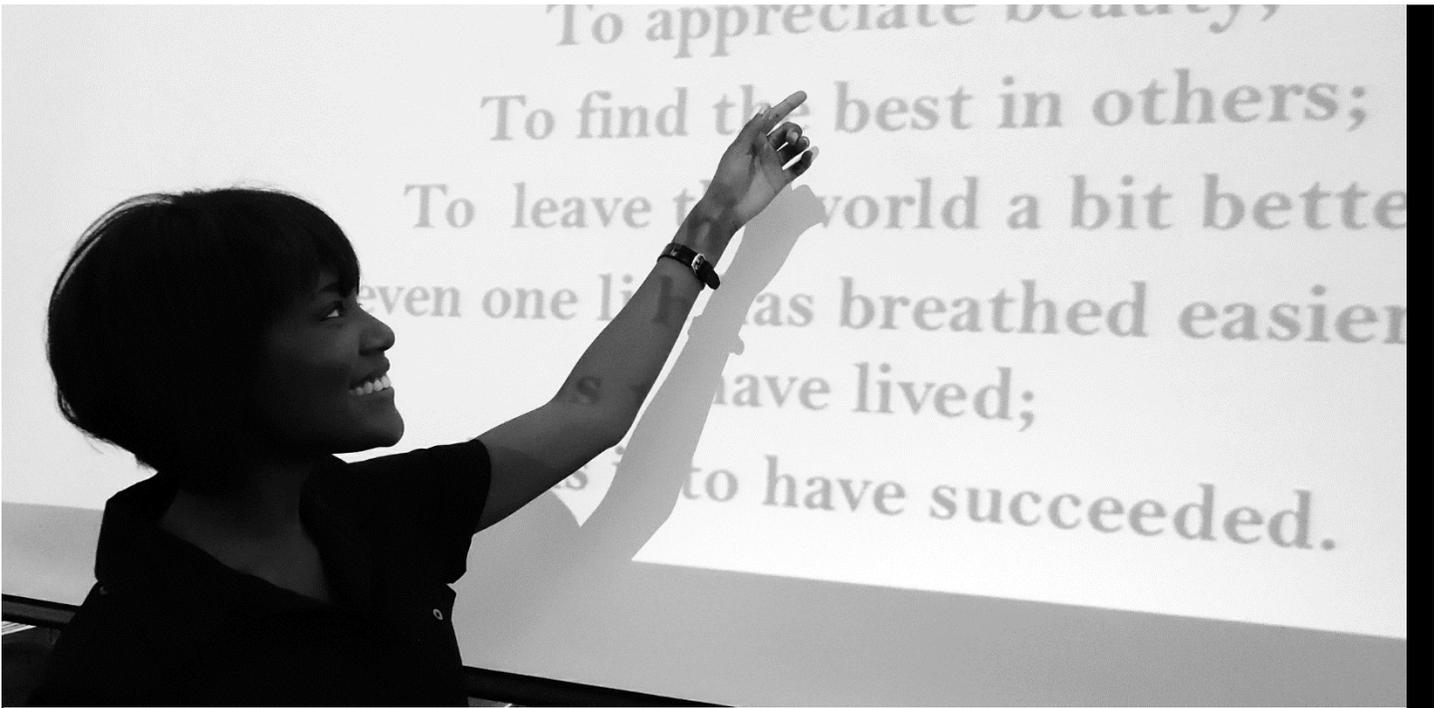


Data Gathering: SPRING 2014

Approximately half of the instructors invited to participate in data collection during the spring term responded to scheduling requests. The OCA Committee made efforts to obtain samples from every GE pathway. Two Communication Studies majors were hired to assist with data gathering. They scheduled, recorded, and uploaded 29 video clips representing the work of students from six classes. These were supplemented by 35 clips from three sections of CMST 131 (Speech Communication Fundamentals).

The OCA Committee adopted a rubric recommended by the Communication Studies faculty members (see attachment E). In mid-May, Zach Justus from Communication Studies led a norming session for all Pathway Coordinators.

Post-processing of video artifacts was required, particularly for those captured by student assistants on cell phones or similar devices. This was completed during the second half of May, and the revised clips were uploaded to Kaltura Video to accommodate cross-platform viewing by Pathway Coordinators. Links to the video clips were made available through a BlackBoard organization that had been set up for oral communication assessment.



Assessment and Analysis: SUMMER 2014

During June, five pairs of raters (eight pathway coordinators, one college representative, and the dean of undergraduate education, see Table 2) evaluated 64 artifacts. Each artifact was scored independently by two raters using the rubric mentioned above. Each student presentation was given a score of 1, 2, or 3 on each of three dimensions: organization, content, and delivery.

1	Jacqueline Chase, Global Development Studies	James Pushnik, Sustainability Studies
2	Laird Easton, Great Books and Ideas	Jason Clower, Health and Wellness
3	Julie Holland, Food Studies	LaDona Knigge, Science, Technology & Values
4	Bill Loker, Undergraduate Education	Kent Sandoe, College of Business
5	Tony Waters, International Studies	Kate McCarthy, Diversity Studies

TABLE 2 – RATING PAIRS FOR ASSESSMENT OF ORAL COMMUNICATION.

Several of the student presentations that were recorded were group presentations. While individual and group presentations are different modalities that might call for distinct approaches to their assessment, the OCA Committee decided to treat any group presentation as a series of individual presentations for the purposes of this assessment.

Raters were provided with a spreadsheet that listed the clip number (corresponding to the Kaltura Video clip provided in BlackBoard). In addition, raters were provided with the department, class, and section in which the student was presenting as well as the student name (if available), the title of the presentation, its length, and the date of the presentation. Raters were provided space for their ratings, any comments, and their name.

Raters submitted their score sheets via email to the CAB chair. The sheets were then compiled into a single spreadsheet that was the basis for the following analysis.

PARTICIPANTS

64 student presentations from selected spring 2014 general education courses were assessed for quality of oral communication. Table 3 provides a breakdown of participants by department.

DEPARTMENT	Total (n = 64)
Anthropology	4
Biology	15
Communication Studies	35
International Studies	3
Philosophy	3
Religious Studies	4

TABLE 3 – BREAKDOWN OF PARTICIPANTS BY DEPARTMENT

MEASURE

Quality of oral communication was based on content, organization, and presentation. Two different viewers separately assessed presentations using a scale of 1 to 3 to assess the oral communication as: unacceptable (1), adequate (2), and effective (3).

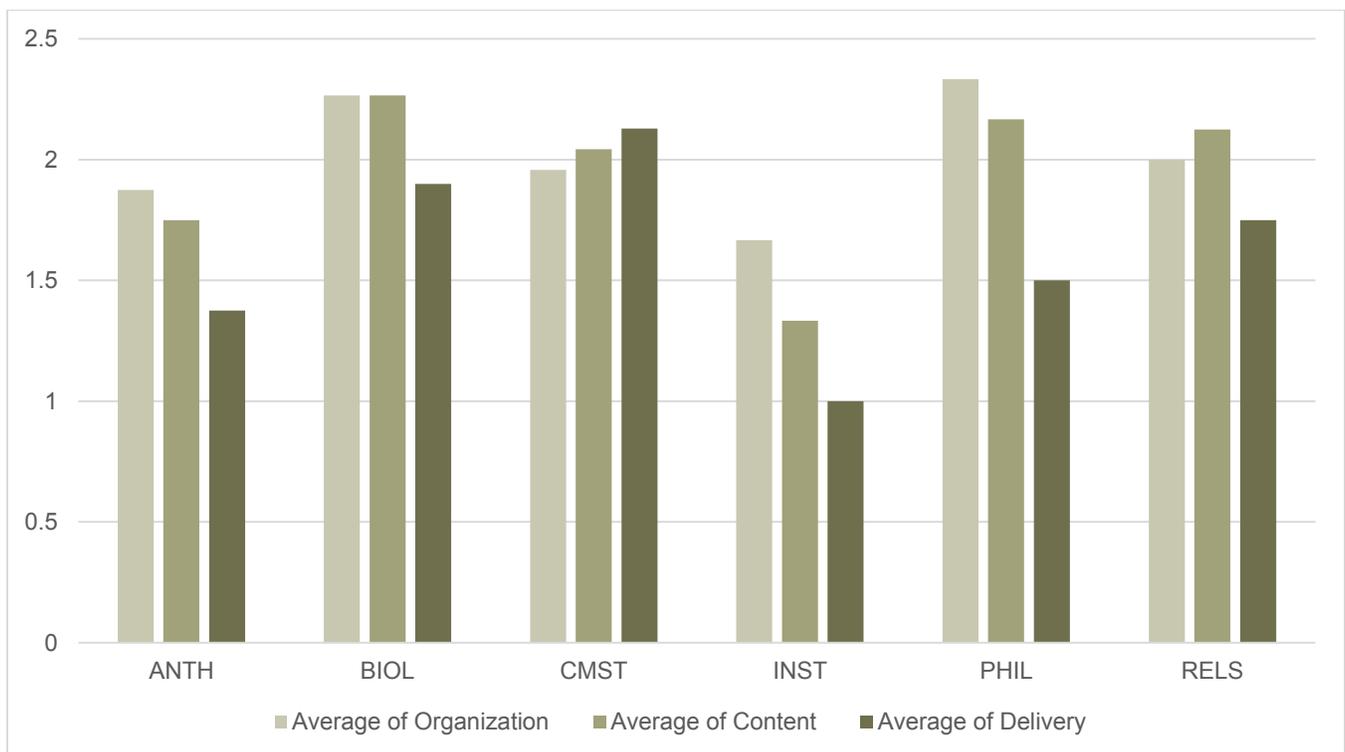


FIGURE 1 – HISTOGRAM OF AVERAGE SCORES BY DEPARTMENT.

Students from communication studies vs. all others

An independent *t*-test was conducted to determine if the quality of oral communication of students enrolled in communications studies courses was significantly different than the oral communication of all other students.

Content

To determine if there is a difference in the quality of content between students in communication studies classes [$M = 2.04$, $SD = .51$] vs. all others [$M = 2.07$, $SD = .46$], an independent *t*-test was conducted. The Levene's test for equality of variances was not significant ($F = .22$, $p > .64$), so equality of variances is assumed. However, $t(62) = .22$, $p = .831$, which means there is no significant difference in the quality of content between communication studies students and all others.

Organization

For the quality of organization for students in communication studies classes [$M = 1.96$, $SD = .46$] vs. all others [$M = 2.12$, $SD = .48$], the Levene's test was not significant ($F = .259$, $p > .61$) so equality of variances is assumed, $t(62) = 1.40$, $p = .17$. This means that no significant difference in the quality of organization between communication studies students and all others.

Delivery

Communication studies students' [$M = 2.13$, $SD = .44$] delivery when compared to all others [$M = 1.67$, $SD = .49$] has a Levene's test that is not significant ($F = 1.49$, $p > .23$) so the *t* score is based on equal variances, $t(62) = -3.92$, $p < .000$. Communication studies students had higher levels of quality in their delivery than all others.

Score Total

Averaging each score between the two raters and then adding the three averaged scores together calculated the score total. To determine if there was a significant difference in quality of the oral communication between communication studies students [$M = 6.13$, $SD = 1.08$] and all others [$M = 5.86$, $SD = 1.20$] an independent *t*-test was conducted. The Levene's test for the score total was not significant ($F = .369$, $p < .55$) so equality of variances is assumed, $t(62) = -.93$, $p = .35$. Overall, there is no significant difference between communication studies students and all others.

IMPLICATIONS

Evidence of Learning

In looking at the year-long oral communication assessment effort, one could characterize it as a failure. Certainly, we did not gather much evidence of student learning (see Table 4). From the small amount of evidence that we did gather, we can say three things:

- 1) Chico State students' oral communication skills are adequate.
- 2) Students currently enrolled in a class in Oral Communication outperform other students in the delivery of oral presentations

3) Little difference exists between the oral communication skills across courses offered in various departments or college.

ORGANIZATION	CONTENT	DELIVERY
2.03	2.05	1.92

TABLE 4 – AVERAGE SCORES FOR THREE CRITERIA.

Unfortunately, our evidence was insufficient to allow us to infer anything about differences across pathways or between lower and upper division students.

Process of Assessment

Although the evidence of student learning was minimal, the OCA Committee learned some important lessons about the process of assessment that have the potential to inform and improve further assessment efforts in GE at Chico State.

Faculty are reluctant to participate in assessment.

Many excuses were offered to the OCA Committee by faculty who did not wish to participate in assessment (see Figure 2). Certainly, some of these refusals were valid, but the sheer volume belies an underlying fear of appraisal, a lack of understanding of programmatic assessment, or more general cynicism and mistrust in institutional improvement efforts. Further contributing to the lack of participation were perceptions of excessive or unreasonable time demands for overworked and underappreciated faculty (this despite very little in the way of actual effort being requested.)

DIMINISHING RETURNS...



Starting with 140 sections with oral communication as an SLO, 121 had identifiable instructor who were surveyed. Of the 75 valid responses, 12 said they weren't teaching oral communication. From the remainder, 28 instructors were identified as candidates for spring visits/data gathering. Because of scheduling conflicts and other reasons, only eight ended up participating.

FIGURE 2 – PARTICIPATION OF FACULTY DURING ASSESSMENT YEAR.

There is a major disconnect between participation in GE and incumbent duties of assessment.

The thread that connects the one-time activity of submitting an application for a course to be considered as part of the GE program, through regularly offering and teaching that course, to assisting in the gathering of evidence of student learning has become difficult for many faculty to follow. Personnel change; syllabi change; program and department goals change. And there is the all-too-frequent, though understandable, decline in motivation when rewards precede work (known as the “Wimpy effect.”)

“I’ll gladly pay you Tuesday for a hamburger today”.

J. Wellington Wimpy

Expertise from faculty in reference disciplines helps to ground assessment efforts.

Throughout the planning and implementation of assessment activities, the OCA Committee relied on the disciplinary knowledge of two faculty members from Communication Studies, Stephanie Hamel and Zach Justus. During the initial assessment during the fall, they contributed significantly to the design of the survey that was distributed to faculty teaching oral communication. They assisted with data gathering in the spring and, more importantly, provided the rubric and ran a norming session for pathway coordinators in May.

Student involvement produces benefits on multiple levels.

Students supported the OCA Committee efforts by generating the faculty mailing list for the fall survey, recording student presentations, and statistical analysis of rating data thereby reducing the burden upon faculty. In addition, even though their work was routine and particular, the students glimpsed faculty trying to assess and ultimately improve learning outcomes, and thus were engaging their educational success in new and important ways.

Conclusion

While certainly not perfect, the year-long effort in the assessment of oral communication within general education at Chico State had a lot going for it:

- clear expectations and strong leadership with participation of CAB chair and Dean of undergraduate education through the entire process
- well-planned careful, deliberate strategy and sufficient resources and drawing upon expertise from faculty in communication studies
- adequate faculty staff and student participation throughout the process including participation by eight out of 10 pathway coordinators in the evaluation of student artifacts during June

The fact that the process was a good one with sufficient structure resources and commitment, and yet there was such a poor level of faculty engagement indicates a larger, systemic problem. Clearly, the critical success factor for the assessment of student learning outcomes—whether at the course, department, program, or institutional level—is faculty engagement.



Oral Communication Assessment

You are receiving this form because you teach a course in which oral communication is listed as a GE Student Learning Outcome (SLO). This survey is designed to learn more about oral communication teaching practices and should take about 10 minutes to complete. Upon finishing the survey, please reply to the original email and attach a copy of your syllabus for the class and any relevant oral communication rubrics. Thanks, CAB.

I teach one or more courses that address the oral communication SLO.

- Yes
- No

Oral Communication Assessment

**Please list the GE course you teach that addresses oral communication as a SLO.
[Example: ANTH 111]**

My syllabus includes oral communication student learning objectives/outcomes.

- Yes
 No

**I TEACH oral communication in this course in the following way(s).
Please select all that apply.**

- Oral communication related lectures/discussions
 Assigned readings on oral communication
 Viewing sample speeches/presentations
 Demonstrating/modeling

Other (please specify)

**AUDIENCES in attendance for the students' presentations include:
Please select all that apply.**

- Peers
 Community members
 Myself (instructor of record)
 Other faculty members/teaching associates

Other (please specify)

Oral Communication Assessment

I EVALUATE students' demonstrations of oral communication in the following ways.

Please select all that apply.

- Grading rubric
- Written feedback
- Oral feedback
- Peer feedback

Other (please specify)

I use the following CRITERIA when assessing students' oral communication work.

Please select all that apply.

- Organization (introduction, transitions, etc.)
- Content (quality of information, arguments, research, etc.)
- Delivery (eye contact, word choice, vocal variety, etc.)

Other (please specify)

By the end of my course students should have achieved oral communication skills to the following degree.

Select one best answer to represent overall skill development

- Level 1: Introductory
- Level 2: Practice
- Level 3: Mastery

Each student in my class gives the following number of presentations

Number of INDIVIDUAL presentations per student during the term

Number of GROUP presentations that each student participates in during the term

The length of INDIVIDUAL presentations in my course are

- INDIVIDUAL presentations are typically 1-3 minutes
- INDIVIDUAL presentations are typically 3-6 minutes
- INDIVIDUAL presentations are typically over 6 minutes

Other (please specify)

Oral Communication Assessment

The length of **GROUP** presentations in my course are

- GROUP presentations are typically 5-10 minutes
- GROUP presentations are typically 10-15 minutes
- GROUP presentations are typically over 15 minutes

Other (please specify)

My students deliver oral presentations during these weeks of the semester

Check all that apply

	Weeks 1-3	Weeks 4-6	Weeks 7-9	Weeks 10-12	Weeks 13-15	Finals Week
INDIVIDUAL	<input type="checkbox"/>					
GROUP	<input type="checkbox"/>					

What else should we know about your course in terms of oral communication teaching practices?

To encourage the development and dissemination of effective practices in the teaching of oral communications, CAB has established an Oral Communication Blackboard Learn “organization” this fall.

- Please add me to the oral communication instructional resource community in Blackboard Learn

INITIAL REQUEST

Dear Tyrone:

Your course, HIST/PHIL-222-1, is listed as addressing the GE student learning outcome (SLO) in Oral Communication. The GE Curriculum Advisory Board (CAB) is assessing Oral Communication in designated courses this academic year. As a part of your Pathway commitment, **we ask you to complete this 10-minute survey about your teaching practices related to Oral Communication by Friday, November 1st.** If your course does not address this SLO, you will have an opportunity to opt out in the first question. If you teach more than one course that addresses this SLO, you will receive additional email invitations. Please complete a separate survey for each course that applies.

1. To fill out the survey [CLICK HERE](#)
2. Please also reply to this email and attach your syllabus AND any oral communication grading rubrics you use in GE courses that address this SLO.

Thanks in advance for responding to the survey. The results will be shared in a Blackboard Learn Organization of *Best Practices in Teaching Oral Communication* and will be available to all faculty. The survey results will also guide assessment of this SLO in Spring 2014.

Thanks again.

Kate McCarthy, CAB Chair

Bill Loker, CAB Assessment subcommittee Chair

FIRST REMINDER

Dear Tyrone,

This is a reminder that to please complete the 10-minute survey about your teaching practices related to Oral Communication for your course, HIST/PHIL-222-1, by this Friday, November 1st. (If you have already completed the survey, please disregard this reminder.)

We ask that you complete the survey whether you are teaching the course now or are scheduled to teach it in the spring. Also, please complete a separate survey for each course that applies.

1. To fill out the survey [CLICK HERE](#)
2. Remember also to please reply to this email and attach your syllabus AND any oral communication grading rubrics you use in GE courses that address this SLO.

Thanks again.

Kate McCarthy, CAB Chair

Bill Loker, CAB Assessment subcommittee Chair

SPRING VISIT REQUEST

Dear Tyrone,

Thanks for responding to our survey about oral communication instruction in your GE course. We're impressed by what we've learned--our students are engaged in a wide variety of activities related to oral communication, and are being supported by thoughtful guidance and feedback from their instructors. Drawing from what you and others shared, we will be assembling a set of resources--assignments, rubrics, instructional activities, etc--over the course of next semester.

Right now, though, we need to move forward with assessing our students' oral communication proficiency. If you are teaching the GE course(s) in which you address oral communication this spring, please let us know a few dates when two members of the CAB assessment committee might come in to record some student oral presentations/activities. Please note two things: First, we will only be sampling from the many courses in which oral communication is taught; depending on the length of presentations, we might capture anywhere from 3 to 15 or more presentations per class. We will not visit any class more than once. Second, the task of GE assessment belongs to CAB, not GE instructors. We will not ask you to do anything beyond inviting us into your class this one time, and will be as minimally intrusive as possible in the recording process. Of course, the results of the assessment will be public, and we hope that you will be part of subsequent conversations about improving our students' proficiency in this area. (GE SLOs are assessed on a five-year cycle, so we will be measuring improvement in oral communication again in 2017-18.)

Please reply to this message with three possible dates/times by January 21.

Thanks for your help with this project and for your contribution to this important part of General Education. Please let us know if you have any questions.

Best regards,

Kate McCarthy

Bill Loker

Diana Flannery

Zach Justus

LaDona Knigge

Stephanie Hamel

Kent Sandoe

1. I teach one or more courses that address the oral communication SLO.

		Response Percent	Response Count
Yes		79.0%	83
No		21.0%	22
answered question			105
skipped question			2

**2. Please list the GE course you teach that addresses oral communication as a SLO.
[Example: ANTH 111]**

	Response Count
	55
answered question	55
skipped question	52

3. My syllabus includes oral communication student learning objectives/outcomes.

		Response Percent	Response Count
Yes		85.5%	53
No		14.5%	9
answered question			62
skipped question			45

4. I TEACH oral communication in this course in the following way(s). Please select all that apply.

		Response Percent	Response Count
Oral communication related lectures/discussions		68.4%	39
Assigned readings on oral communication		15.8%	9
Viewing sample speeches/presentations		36.8%	21
Demonstrating/modeling		68.4%	39
	Other (please specify)		16
	answered question		57
	skipped question		50

5. AUDIENCES in attendance for the students' presentations include: Please select all that apply.

		Response Percent	Response Count
Peers		89.3%	50
Community members		5.4%	3
Myself (instructor of record)		92.9%	52
Other faculty members/teaching associates		10.7%	6
	Other (please specify)		4
	answered question		56
	skipped question		51

6. I EVALUATE students' demonstrations of oral communication in the following ways. Please select all that apply.

		Response Percent	Response Count
Grading rubric		58.2%	32
Written feedback		60.0%	33
Oral feedback		58.2%	32
Peer feedback		34.5%	19
Other (please specify)			4
answered question			55
skipped question			52

7. I use the following CRITERIA when assessing students' oral communication work. Please select all that apply.

		Response Percent	Response Count
Organization (introduction, transitions, etc.)		81.8%	45
Content (quality of information, arguments, research, etc.)		92.7%	51
Delivery (eye contact, word choice, vocal variety, etc.)		69.1%	38
Other (please specify)			7
answered question			55
skipped question			52

8. By the end of my course students should have achieved oral communication skills to the following degree. Select one best answer to represent overall skill development

		Response Percent	Response Count
Level 1: Introductory		44.8%	26
Level 2: Practice		51.7%	30
Level 3: Mastery		3.4%	2
answered question			58
skipped question			49

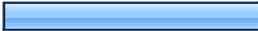
9. Each student in my class gives the following number of presentations

	Response Average	Response Total	Response Count
Number of INDIVIDUAL presentations per student during the term	1.16	52	45
Number of GROUP presentations that each student participates in during the term	1.20	59	49
answered question			57
skipped question			50

10. The length of INDIVIDUAL presentations in my course are

		Response Percent	Response Count
INDIVIDUAL presentations are typically 1-3 minutes		34.2%	13
INDIVIDUAL presentations are typically 3-6 minutes		47.4%	18
INDIVIDUAL presentations are typically over 6 minutes		18.4%	7
	Other (please specify)		6
		answered question	38
		skipped question	69

11. The length of GROUP presentations in my course are

		Response Percent	Response Count
GROUP presentations are typically 5-10 minutes		38.2%	13
GROUP presentations are typically 10-15 minutes		23.5%	8
GROUP presentations are typically over 15 minutes		38.2%	13
	Other (please specify)		14
		answered question	34
		skipped question	73

12. My students deliver oral presentations during these weeks of the semester Check all that apply

	Weeks 1-3	Weeks 4-6	Weeks 7-9	Weeks 10-12	Weeks 13-15	Finals Week	Rating Count
INDIVIDUAL	38.7% (12)	45.2% (14)	45.2% (14)	64.5% (20)	64.5% (20)	22.6% (7)	31
GROUP	11.4% (4)	31.4% (11)	37.1% (13)	51.4% (18)	74.3% (26)	14.3% (5)	35
answered question							51
skipped question							56

13. What else should we know about your course in terms of oral communication teaching practices?

	Response Count
	22
answered question	22
skipped question	85

14. To encourage the development and dissemination of effective practices in the teaching of oral communications, CAB has established an Oral Communication Blackboard Learn “organization” this fall.

	Response Percent	Response Count
Please add me to the oral communication instructional resource community in Blackboard Learn	100.0%	29
answered question		29
skipped question		78

AREA A-1 ORAL COMMUNICATION ASSESSMENT INDIVIDUAL RUBRIC (5-1-14 VERSION)

GOALS & LEVEL OF ACHIEVEMENT		
EFFECTIVE Good or better, above average level of achievement 3	ADEQUATE Proficient or average level of achievement 2	UNACCEPTABLE Below adequate or average level of achievement 1
ORGANIZATION		
<ul style="list-style-type: none"> ● Speech uses necessary structure (intro, body, conclusion, transitions) in an effective manner ● Structure can be organized in a creative/interesting manner, in addition to being very clear and logical ● Meaningful theme/thesis used to coordinate content ● Points distinct, flow easily from one to the next 	<ul style="list-style-type: none"> ● Speech uses some aspects of the basic structure (intro, body, conclusion, transitions), some more helpful than others ● Content is organized with a clear or basic thesis/theme ● Parts of the speech are distinct, some blur together 	<ul style="list-style-type: none"> ● Basic aspects of structure lacking overall ● Content lacks a clear thesis/theme ● Points lack coordination or logic
CONTENT		
<ul style="list-style-type: none"> ● Content contains good or better information ● Explanations enhance audience understanding, clear, helpful logic is used ● Content includes multiple, relevant sources, quantitative details, types of evidence and/or useful information for support ● Content is accurate, provides clear details based on a solid understanding of the information used and cites sources consistently, when necessary 	<ul style="list-style-type: none"> ● Content contains sufficient, information ● Some explanations are included, some helpful, some not, maybe a couple logic flaws ● Content includes some sources or more than one type of evidence or support or information ● Content is mostly accurate and sources are cited at times, when necessary. 	<ul style="list-style-type: none"> ● Content is not sufficient ● Lacks explanation or clarity, logic problems ● Content is too general, vague, not well selected ● Content includes inaccurate information, is not well understood, and sources are rarely cited, if at all.
DELIVERY		
<ul style="list-style-type: none"> ● Speaker's delivery style/use of notes (manuscript or extemporaneous) is effective, the speaker maintains a focus on the audience ● Displays mostly consistent and audience-focused non-verbals that enhance parts of the speech (eye-contact, facial expressions, gestures, body movement, vocal quality, pace) ● Confidence, interest, enthusiasm/energy is evident ● Speaker consistently adjusts to the audience (choice of language, adjusts or rephrases, answers questions), when necessary 	<ul style="list-style-type: none"> ● Speaker's delivery style/use of notes (manuscript or extemporaneous) are average, inconsistent focus on audience ● Displays basic competence in non-verbals, some aspects of speech are enhanced (eye-contact, facial expressions, gestures, body movement, vocal quality, pace) ● Moderate degree of energy or interest present ● Shows some evidence of adjusting to the audience (choice of language, adjusts or rephrases, answers questions), when necessary 	<ul style="list-style-type: none"> ● Speaker's delivery style/use of notes (manuscript or extemporaneous) is not adequate, lacks focus on audience ● Lack of competence in the non-verbals, flaws distract from speech (eye-contact, facial expressions, gestures, body movement, vocal quality, pace) ● Lack of interest or energy ● Speaker fails to adjust to the audience (choice of language, adjusts or rephrases, answers questions), when necessary

GE Area A-1 Oral Communication Rubric Rating Form - Individual Speeches

Evaluation Date: _____ Semester: _____ Course: _____

Evaluator: _____ Tape #: _____ Speaker: _____

Speech Assignment: _____

Individual Speaker Rubric Rating Form NOTES	EFFECTIVE Good or better, above average level of achievement	ADEQUATE Proficient or average level of achievement	UNACCEPT- ABLE Below adequate or average level of achievement
Organization	3	2	1
Content	3	2	1
Delivery	3	2	1