

Oral Communication Overall Results

Spring 2020

Summary

In spring 2020, efforts to assess UGA's General Education curriculum included the collection of student work(s) for evaluation. Among them, a subset of student assignments (N = 212) related to the Oral Communication domain of General Education were evaluated by faculty in the classroom setting.

Oral communication is defined by the AAC&U as "a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors" (YEAR). The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore was the focus for the application of the AACU's VALUE rubric for Oral Communication.

Methods

Faculty evaluated students' oral presentations using the AAC&U VALUE rubric development specifically for Oral Communication. The rubric includes categories in which faculty gave students a score of 4, 3, 2, or 1 depending on how well they met each competency.

The definitions that follow were developed to clarify terms and concepts used for the Oral Communication rubric:

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

	<p>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 speaker’s 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.</p>
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Table 1. Data Analyzed for this Report:

212	Artifacts Submitted
5	Assignments
Courses	COMM 1110; COMM 1500; COMM 2150; FANR 3950
Sample	Purposive

Understanding the Data *(from AAC&U VALUE)*

- The data are descriptive in nature.
- The data are categorical – meaning that scores put work into categories that are labeled both numerically (4, 3, 2, 1) and linguistically (Capstone, Milestone, and Benchmark).
- The categories are purposefully arranged in a developmental order; in other words, there is an intentional progression from Benchmark (1) to Milestone (2), Milestone (3), and Capstone (4).
- However, while the data generated using a VALUE rubric are ordinal (i.e., there is a logical, progressive order to the categories presented on the rubric), the data are not reflective of a true scale with equal intervals between each score.

Results

This section provides a snapshot of overall student scores. Figure 1 shows the proportion of students who scored at each level from Capstone (4) to Milestones (3, 2) to Benchmark (1). Figure 2 shows the tabular results upon which the display in Figure 1 is based.

Figure 1. Overall Score Results

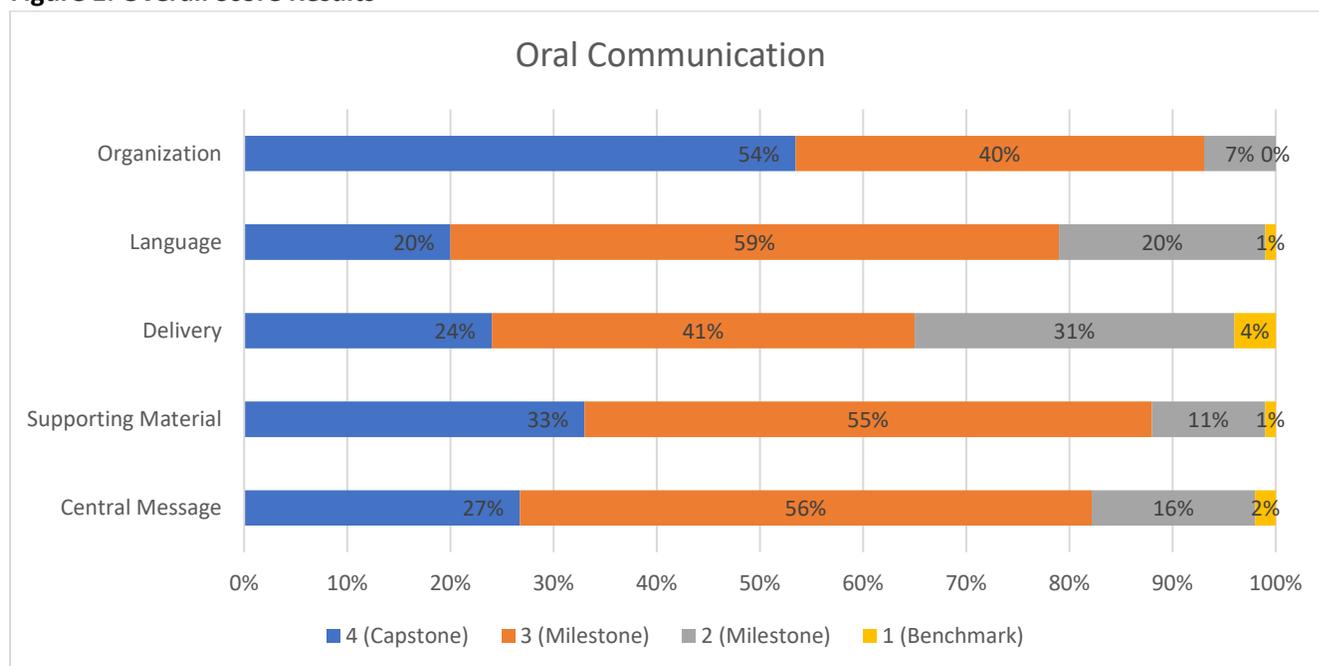


Figure 2. Tabular Results

	Capstone		Milestones				Benchmark		Total with Evidence	
	4		3		2		1		(4, 3, 2, 1)	
	count	%	count	%	count	%	count	%	count	%
Organization	114	54%	84	40%	14	7%	0	0%	212	100%
Language	43	20%	125	59%	42	20%	2	1%	212	100%
Delivery	51	24%	86	41%	66	31%	9	4%	212	100%
Supporting Material	70	33%	116	55%	24	11%	2	1%	212	100%
Central Message	57	27%	118	56%	33	16%	4	2%	212	100%

Analysis & Considerations

Most students perform at milestone level 3, overall. Student particularly excel (54% at capstone performance) in the “organization” dimension, which refers to their ability to skillfully organize the grouping and sequencing of ideas and supporting material in a presentation.