Communication SLO’s: Assessing Presentation Skills

presented by
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Tarleton State University

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Straw Poll

- More than 5 years
- 2 to 5 years
- Less than 5 years
Straw Poll

- Communication SLO in academic program
- Communication SLO in gen-ed program
- Texas institutions
- SACS institutions
- Employable graduates
N.A.C.E. 2012 Survey

National Association of Colleges and Employers
(N.A.C.E.)

Job Outlook:
The Candidate Skills/Qualities Employers Want

http://www.naceweb.org/s10262011/candidate_skills_employer_qualities/
Your Rankings

- In order, what top-10 knowledge and skill areas do you think employers want from new college graduates?
- Agreement?
N.A.C.E. 2012 Survey

#1 = Ability to work in a team structure (4.60)
#2 = Ability to verbally communicate with persons inside and outside the organization (4.59)
#3 = Ability to make decisions and solve problems (4.49)
#4 = Ability to obtain and process information (4.46)
#5 = Ability to plan, organize, and prioritize work (4.45)
#6 = Ability to analyze quantitative data (4.23)
#7 = Technical knowledge related to the job (4.23)
#8 = Proficiency with computer software programs (4.04)
#9 = Ability to create and/or edit written reports (3.65)
#10 = Ability to sell or influence others (3.51)
N.A.C.E. 2012 Survey

Presentations can be used to develop each of the top-10 skills.
N.A.C.E. 2012 Survey

#1 = Ability to work in a team structure (4.60)
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New T.H.E.C.B Core Objective

- Communication …
  - To include effective written, oral, and visual communication
- Presentations $\Rightarrow$ Develop each factor
New T.H.E.C.B Core Objective

- Communication SLO's required for all gen-ed courses

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Mathematics</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Life &amp; Physical Sciences</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Language, Philosophy and Culture</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>American History</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>REQUIRED</td>
</tr>
<tr>
<td>Social/Behavioral Science</td>
<td>REQUIRED</td>
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</tbody>
</table>
Communication Assessment

- Overview only
  - Presentation focus

- A Communication Assessment Primer
  - National Communication Association, 2010
  - Available online directly from NCA
    <http://www.natcom.org/ProductCatalog/PublicationCategory.aspx>

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SLO Design

- Must meet ...
  - Institutional mission
  - Program goal(s)
  - System requirements
  - State requirements
  - Accreditation requirements
Tarleton Examples

- Gen-ed assessment recognized by T.H.E.C.B.
- Speech Communication program assessment recognized by SACS
- Presentation assessment approach same for both
Gen Ed SLO

- Students will communicate effectively orally, using clear, coherent language appropriate to purpose, occasion, and audience.

- Strategy: Require all students seeking baccalaureate degree to complete a speech communication course.
Gen Ed Measure

For a representative sample of sections of COMS 101, 102, and 301, students will give videotaped presentations that involve construction and adaptation of complex ideas according to audience and situation. . . .
... Students` video presentations will be evaluated by a panel of two or more communication studies faculty members, employing the Communication Studies Presentation Competencies rubric (which was adapted from the National Communication Association`s presentation rubric). 

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Gen Ed Measure

... The faculty panel will submit completed Presentation Competencies forms to the Communication Studies chair for statistical analysis.
Speech Communication SLO

- Students will construct effective messages that adapt complex ideas according to diverse audiences and situations.

  STRATEGIES: 1) Students will be introduced to these skills in ENGL 111, ENGL 112, COMS 102; 2) Students will develop these skills in ENGL 309, COMS 201, PHIL 201 (Teacher Certification Students), PHIL 301, COMS 303, COMS 304, COMS 404, COMS 406; 3) Students will master these skills in COMS 332 and COMS 412.
Instructors for each section of COMS 332 will require students to give videotaped team presentations, incorporating presentation software and applying communication theory to present messages that adapt complex ideas according to diverse audiences and situations. ...
Speech Communication Measure

- At the end of each semester, students` video presentations will be evaluated by a panel of two or more communication studies faculty members, employing the departmental Presentation Competencies rubric (which includes ratings of exemplary, good, satisfactory, poor, and unacceptable).
The faculty panel will submit completed Presentation Competencies forms to the department chair for statistical analysis. The department chair will report findings according to the program's sustainability matrix.
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1: Using presentation technology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2: Effective message creation/adaptation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>3: Apply Communication theory</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4: Effective Teamwork</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5: Communicate with diverse audiences</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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</tbody>
</table>
Presentation Competencies

NAME______________________________________________

5 = Exemplary (exceeded most minimum expectations; outstanding example of excellence)
4 = Good (exceeded some minimum expectations)
3 = Satisfactory (met all minimum expectations)
2 = Poor (failed to meet some minimum expectations)
1 = Unacceptable (failed to meet most minimum expectations)
### ASSIGNMENT SPECIFICS

<table>
<thead>
<tr>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of preparation</td>
</tr>
<tr>
<td>Evidence of practice</td>
</tr>
<tr>
<td>Within specified time</td>
</tr>
<tr>
<td>Meets all assignment requirements</td>
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</tbody>
</table>

### INTRODUCTION

<table>
<thead>
<tr>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention-gaining material effective and audience appropriate</td>
</tr>
<tr>
<td>Thesis/specific purpose statement</td>
</tr>
<tr>
<td>Relevance/importance material for audience and situation</td>
</tr>
<tr>
<td>Preview of points</td>
</tr>
<tr>
<td>Transition into body of presentation</td>
</tr>
</tbody>
</table>

### SUPPORTING MATERIAL/BODY OF PRESENTATION

<table>
<thead>
<tr>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong content</td>
</tr>
<tr>
<td>Main points clear and elaborated</td>
</tr>
<tr>
<td>Relevance of evidence/supporting materials for audience and situation</td>
</tr>
<tr>
<td>Smoothness in introducing evidence/supporting materials</td>
</tr>
<tr>
<td>Rating</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>APPROPRIATE LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bias-free language</td>
</tr>
<tr>
<td></td>
<td>Professional/formal level (no slang or specialized words)</td>
</tr>
<tr>
<td></td>
<td>No reflexivity (does not draw attention to speaker/occasion inappropriately)</td>
</tr>
<tr>
<td></td>
<td>No verbal/vocal fillers (&quot;you know,&quot; &quot;like,&quot; &quot;um,&quot; etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>VOCAL PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rate/pace</td>
</tr>
<tr>
<td></td>
<td>Expressiveness/pitch</td>
</tr>
<tr>
<td></td>
<td>Intensity/volume</td>
</tr>
<tr>
<td>Ratings</td>
<td>PRONUNCIATION</td>
</tr>
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<td>---------------</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td>Articulation (clarity, enunciation, not &quot;sing-song&quot; or monotone)</td>
</tr>
<tr>
<td></td>
<td>Fluent delivery (not halting or choppy)</td>
</tr>
<tr>
<td></td>
<td>No script, memorization, or reading of notes, slides, etc. (except in case of direct quote)</td>
</tr>
<tr>
<td>Ratings</td>
<td>NONVERBAL COMMUNICATION</td>
</tr>
<tr>
<td></td>
<td>Direct, sustained eye contact with audience</td>
</tr>
<tr>
<td></td>
<td>Effective management of nervousness (no lectern, note cards, distracting habits, etc.)</td>
</tr>
<tr>
<td></td>
<td>Appropriate/natural use of gestures and facial expression</td>
</tr>
<tr>
<td></td>
<td>Professional appearance</td>
</tr>
<tr>
<td>Ratings</td>
<td>USE OF PRESENTATION TECHNOLOGY</td>
</tr>
<tr>
<td></td>
<td>Slides are professional quality, engaging, cleanly designed</td>
</tr>
<tr>
<td></td>
<td>Consistent, complimentary, contrasting colors &amp; design</td>
</tr>
<tr>
<td></td>
<td>Highly readable (&lt;6 text lines per slide, at least 28-point type, easy-to-read fonts, etc.)</td>
</tr>
<tr>
<td></td>
<td>Slides used for main/complicated points, with very little detail (not used as note cards)</td>
</tr>
<tr>
<td></td>
<td>At least 15 seconds spent on every slide</td>
</tr>
</tbody>
</table>
MEAN SCORE = __________
Exemplary = 41 to 45
Good = 36 to 40
Satisfactory = 31 to 35
Poor = 26 to 30
Unacceptable = Below 26

Comments:
Team Rubric

Team Campaign Pitch Competencies

Team

10 = Exemplary (exceeded all minimum expectations; outstanding example of excellence)
9 = Superior (exceeded some minimum expectations; good example of excellence)
8 = Good (exceeded some minimum expectations; above-average example of excellence)
7 = Satisfactory (met all minimum expectations; average example of excellence)
6 = Deficient (failed to meet some minimum expectations; below-average example of excellence)
1-5 = Unacceptable (failed to meet most minimum expectations; inept example of excellence)
Team Rubric

**Ratings**

**ASSIGNMENT SPECIFICS**

- Evidence of preparation
- Evidence of practice
- Within specified time
- Meets all assignment requirements

**INTRODUCTION**

- Attention-gaining material effective and audience appropriate
- Specific purpose statement
- Relevance/importance to pitch
- Preview of points
- Transition into body of presentation
**Team Rubric**

**Ratings**

**BODY OF PRESENTATION**

- Strong content
- Main points clear and elaborated
- Focused on campaign concepts approved by client
- Provides clear guidance regarding implementation process
- Relevance and validity of rationales
- Clear organizational structure
- Persuasive
- Smooth internal transitions
- Smoothness in introducing rationales and supporting materials

**SUPPORTING MATERIAL**

- Incorporates campaign concepts approved by client
- Supporting materials meet expectations of client
- Supporting handout materials thorough enough to be implemented by client
- Supporting handout materials professional in style
- Proposal handout well organized and easy to follow
Team Rubric

Ratings

CONCLUSION
- Transition from body into conclusion
- Relevance/importance to pitch
- Summary of points
- Definitive final statement/call for action
- Memorable
- Handling of Q&A

APPROPRIATE LANGUAGE
- Bias-free language
- Professional/formal level (no slang or specialized words)
- Grammar
- No reflexivity (does not draw attention to speaker/occasion inappropriately)
- No verbal/vocal fillers ("you know," "like," "um," etc.)
Team Rubric

Ratings

**VERBAL AND VOCAL PRESENTATION** [INDIVIDUAL RESPONSIBILITY]

- Rate/pace
- Expressiveness/pitch
- Intensity/volume
- Articulation (clarity, enunciation, not "sing-song" or monotone)
- Expressiveness/pitch
- Fluent delivery (not halting or choppy)

Ratings

**NONVERBAL SUPPORT OF PRESENTATION** [INDIVIDUAL RESPONSIBILITY]

- Direct, sustained eye contact with audience
- Effective management of nervousness (no lectern, note cards, distracting habits, etc.)
- Effective use of graphics support for pitch (PowerPoint, exhibits, handouts, etc.)
- Appropriate/natural use of gestures and facial expression
- Professional stance
- Professional appearance
Team Rubric

Ratings USE OF PRESENTATION TECHNOLOGY [TEAM RESPONSIBILITY]

- Slides are professional quality, engaging, cleanly designed
- Consistent, complimentary, contrasting colors & design
- Highly readable (<6 text lines per slide, at least 28-point type, easy-to-read fonts, etc.)
- Slides used for main/complicated points, with very little detail (not used as note cards)
- At least 15 seconds spent on every slide

Ratings LEGAL AND ETHICAL PRACTICE [TEAM RESPONSIBILITY]

- Use of symbols, logos, characters, fonts, text, etc., meets standards and guidelines
- Interactions with client consistently appropriate and ethical
- Recommendations and rationales meet legal and ethical standards of practice
Team Rubric

**MEAN SCORE =**

- Exemplary = 100
- Superior = 91 to 99
- Good = 81 to 90
- Satisfactory = 71 to 80
- Deficient = 61 to 70
- Unacceptable = Below 61

**Client Comments for Team as a Whole:**

**Client Comments for Individuals:**

**Professor Comments for Team as a Whole:**

**Professor Comments for Individuals:**
Cautions

- Sampling must be scientific

  [http://www.tarleton.edu/academicassessment/documents/Samplesize.pdf](http://www.tarleton.edu/academicassessment/documents/Samplesize.pdf)

- No convenience sampling

- Honors/developmental ≤ percentage in classes

- Inter-rater reliability essential

- Rubric-calibration training
Recommendations

- Make rating sessions convenient and fun
- Rotate faculty raters, if possible
- Run rubric-calibration sessions annually for ongoing inter-rater reliability
  - Practice with excellent/average/poor examples
Discussion
Please evaluate this session!!

1. Use iPhone/iPad, Android or Blackberry to scan this QR code, also found on the resource table:

Or:

2. Scan the QR code located at the IOTA Solutions Booth (Booth #2).

Or:

3. Visit www.tamuevaluation.com and select the title of this session.

Thank you!