

## Learning Goal: Thoughtful Expression (Oral)

**Date:** Spring 2016; scored Spring 2019

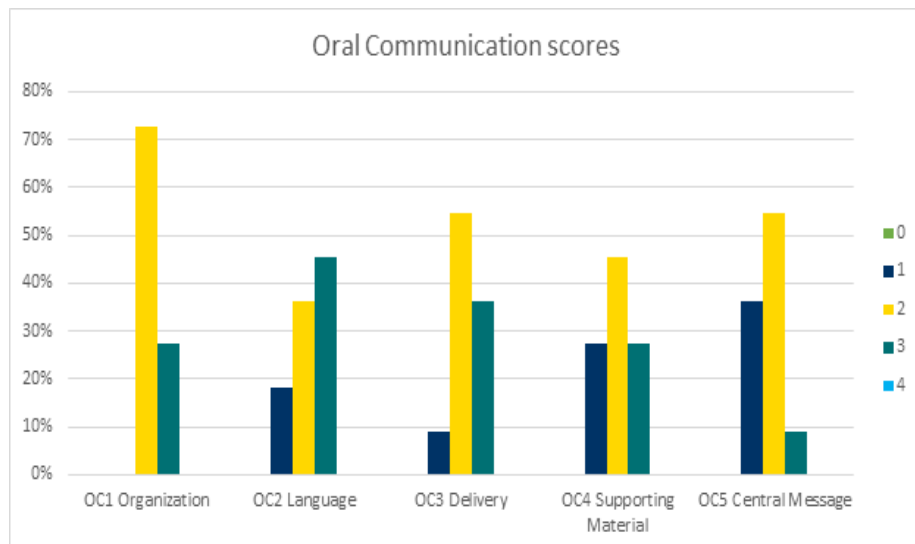
**What was assessed:** 11 oral presentations from one section of one course: BIO 495, which is a capstone course

**How it was assessed:** Two faculty scorer using the Oral Communication VALUE Rubric

**Results:** Thoughtful Expression (Oral) (N=56)

Upper-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
OC1 Organization	100%	27.3%
OC2 Language	81.9%	45.5%
OC3 Delivery	90.9%	36.4%
OC4 Supporting Material	72.8%	27.3%
OC5 Central Message	63.6%	9.1%

### Distribution of scores:



### Summary

Scores were highest (based on the percentage of scores at levels 3 and 4) on OC2 Language (45.5%). The second-highest scoring dimension was OC3 Delivery, with just over one in three papers receiving a score of 3 on this dimension.

Scores were lowest (based on the percentage of scores at level 1) for OC5 Central Message.

There were no level 4 assigned nor were there any level 0 scores.

This was a very small sample, with a sample of only 11 student presentations. It will be a useful contribution to additional samples of student oral communications for assessment purposes, and as a practical look at the applicability of the rubric and at student oral communication in general.

While the student work was generally fair at meeting the level two and higher for all the rubric dimensions, the expectation of a graduating senior—which these students were—is performance at a level four. Less than half of the sample achieved at the level three or higher for all the dimensions. Scorers indicated that assignments play some role in steering student work to achieve at a predictable level.