

## Learning Goal: Thoughtful Expression (Oral)

**Date:** Spring 2010

**What was assessed:** 57 student work products from PSY 410 (student presentations)

**How it was assessed:** AAC&U Oral Communication Rubric, by four faculty scorers

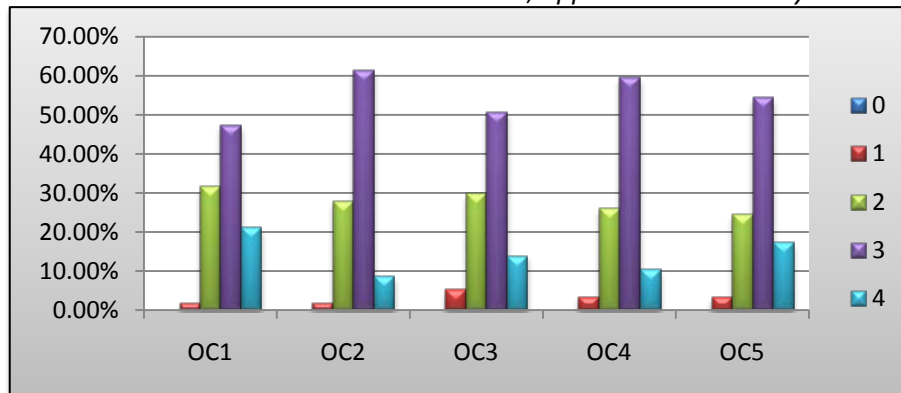
### Results:

*Information from this pilot study is for the evaluation of the rubric and process only, as this is the first use of the rubric for assessing upper-division courses.*

### Oral Communication Score Results

	Benchmark				
	0	1	2	3	4
OC1 Organization	0 (0%)	1 (1.8%)	18 (31.6%)	27 (47.4%)	12 (21.2%)
OC2 Language	0 (0%)	1 (1.8%)	16 (28.1%)	35 (61.4%)	5 (8.8%)
OC3 Delivery	0 (0%)	3 (5.3%)	17 (29.8%)	29 (50.9%)	8 (14.0%)
OC4 Supporting Materials	0 (0%)	2 (3.5%)	15 (26.3%)	34 (59.6%)	6 (10.5%)
OC5 Central Message	0 (0%)	2 (3.5%)	14 (24.6%)	31 (54.5%)	10 (17.5%)

Distribution of Scores for Oral Communication, *Applicable Scores Only*



### Strength:

OC1 Organization

### Weakness:

OC3 Delivery

### Other information:

- Scores on the five dimensions of Oral Communication were all positively correlated with the number of UNCW Hours completed and negatively correlated with Transfer Hours.
- There were no significant correlations with Total Hours completed.

### Discussion:

The most significant general finding was that each scorer experienced a different presentation. It was determined that the order for the student was important, as their first presentation may be the most tentative, with presentations improving with experience up to a point, and potentially becoming less precise after multiple times through the presentation.

### Recommendations:

Additional programs should pilot this rubric. Faculty should share and discuss the rubric with students, noting importance of each dimension of writing. Students should be provided with many opportunities for oral communication at all levels.