



School of Hospitality and Tourism Management
College of Human Sciences
Bachelor of Science
Assessment Report Form for 2016-2017 Academic Year

Date of Report: 9/14/2018

Name of Person Submitting Report: David W. Davis, Ph.D.

A. Program Information:

Assessment Coordinator's Name: David W. Davis

Assessment Coordinator's Email Address: david.w.davis@okstate.edu

Number of students enrolled in the program 2017-2018: 221

Number of students graduated in 2017-2018: 63

B. Program Mission Statement

In the box below, provide the mission statement for the program.

The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.

The School of Hospitality and Tourism Management (HTM) at Oklahoma State University is striving to be a leader in hospitality education through purposeful research, superior teaching, and innovative experiential learning to enhance the lives of those we serve.

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ Yes ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

University assessment funds were used for a graduate assistant and stipends for faculty raters.

D. Student Learning Outcomes

On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

D1) Student Learning Outcome #1: *HTM graduates will apply critical thinking skills in hospitality operations. Specifically, HTM students will have the ability to observe and participate in real time hospitality operations, apply theory and problem-solving skills to the various departments in hospitality operations.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

In order to strengthen critical thinking skills in the HTM program there are numerous points within the curriculum to practice these skills. Students begin the program with the introduction to the hospitality industry course, HTM 1103. This course sets the foundation for thinking critically about the hospitality industry beginning with case studies. They discuss basic food service skills in HTM 1114 and develop analytic and quantitative skills in the program's financial HTM 2283 and 3623, and conclude the program with the advanced course in financial education, Revenue Management, HTM 4453. Overall, the third and fourth year emphasizes critical thinking skills in Management, (HTM 3213), Hospitality Human Resources (HTM 3783), and Marketing, (HTM 4163). Please see attached Curriculum Map (Table 1).

How many students were included in the assessment of this outcome?

30 students were assessed for this outcome.

How were students selected to participate in the assessment of this outcome?

Faculty provided artifacts from the Fall and Spring semesters for this outcome and all artifacts provided were assessed.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input checked="" type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input checked="" type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |
- [Click here to specify.](#)

Describe the how the assessment method was implemented, administered, and/or conducted.

The assessment methods used to gather evidence of student achievement of student learning objective 1, critical thinking skills, were artifacts provided by faculty, interviews with faculty, and the senior student exit survey.

Did your department/program faculty have a goal set for this learning outcome? ☐ Yes ☒ No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Provide a summary of the results from the assessment of Learning Outcome 1.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

In the learning outcome critical thinking, students revealed above average scores in all areas and in particular showed strength in communicating their own perspective, identifying the issue, and understanding the context of the issue.

Student scores indicated possible need for improvement in being able to articulate key assumptions of the assignment's focus and evaluating alternative perspectives for validity. This closely aligns with past years assessments and reveals an opportunity for the School to address expectations and desired output from the students. Articles reveal a lack of using diverse and even academic sources. In addition, articles reveal that students should utilize on campus resources to improve communication. The on-campus writing center is a good source for help with documentation and learning APA style. Students need to practice skills and in order to gain confidence. Students should seek faculty during office hours for suggestions on improving critical thinking skills and make use of campus resources such as the LASSO center. Faculty could adopt more integrative approaches during class time and make more mention of campus resources and provide links on the online learning system. For the full results of each item see Table 2. In addition, approximately 88% of students that answered the Senior Student Exit Survey (n=41) indicated that they felt they had "quite a bit" or "very much" development in thinking critically and analytically. Approximately 75% of the students felt they were able to use multiple sources of information to solve problems (see Table 3).

What do the results suggest about student achievement of this learning outcome?

The results indicate that the students have above average critical thinking skills. In order to strengthen students' critical thinking skills, recommendations to faculty will be made to include more instructional methods to practice this skill.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☐ Each Semester

☒ Yearly

☐ Every other year

☐ Other (please specify): If the assessment of Learning Outcome 1 occurs on a cycle or rotation, click here to describe and provide the rationale.

D2) Student Learning Outcome #2: HTM graduates will demonstrate effective oral presentation skills. Specifically, HTM students will have the ability to construct an oral presentation articulating a concept or issue in hospitality management to an audience.

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

There were numerous opportunities for students to practice and develop their oral presentation skills. These opportunities begin at the start of the program in the 1000 level classes and continue throughout the program. Please see attached Curriculum Map (Table 1).

How many students were included in the assessment of this outcome?

75 students were assessed for this outcome

How were students selected to participate in the assessment of this outcome?

Members of the assessment committee attended oral presentations in classes in the fall and spring semesters. They were attended based on the availability of assessment team members.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input checked="" type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input checked="" type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |
| | | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

Members of the assessment team went to classes and rated presentations with the oral communication rubric in the fall and spring semesters.

Did your department/program faculty have a goal set for this learning outcome? ☐ Yes ☒ No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Provide a summary of the results from the assessment of Learning Outcome 2.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Students performed at an average or slightly higher than average in oral communication. In addition, they scored higher in all measures from the previous year assessment. The strongest improvements from the previous year were in the organization of the oral communication and use of supporting material (see Table 4). These were two areas noted in the previous assessment as opportunities. This revelation may demonstrate improvement in instruction and preparation but may also be due to an increase in sample from the previous year and the inclusion of different classes. A majority of students reported (74%), they mastered "speaking clearly and effectively" and 61% felt they accomplished "delivering

oral presentations”, which is a increase from the prior year (see Table 5). HTM advisors should encourage Speech as an elective and/or joining a local Toastmasters’ association to gain more confidence in these skills.

What do the results suggest about student achievement of this learning outcome?

In the student-learning objective oral presentation skills, many instructors had students practice their skills in the form of presentations. The only method of oral communication evaluated was presentations. Other methods of oral communication that were not included in this evaluation consist of students teaching a concept, working in small groups during class time, or general in-class discussion. Most of the presentations were individuals speaking; however, there were some group presentations. Some faculty mentioned that students would benefit from viewing themselves, so recording presentations is something that should be considered by the instructor or students themselves. Students could benefit by viewing the professional image that they convey during presentations.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☐ Each Semester

☒ Yearly

☐ Every other year

☐ Other (please specify): If the assessment of Learning Outcome 2 occurs on a cycle or rotation, click here to describe and provide the rationale.

D3) Student Learning Outcome #3: *HTM graduates will demonstrate effective written communication skills. Specifically, HTM students will have the ability to compose written documents that analyze contemporary issues in hospitality.*

Identify opportunities for students to learn this outcome during the 2017-2018 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

There were many opportunities for students to develop their written communication skills. These opportunities are evident across the program and are achieved in many different methods such as essay questions on exams to comprehensive papers and even online discussion. Please see attached Curriculum Map (Table 1).

How many students were included in the assessment of this outcome?

30 students were assessed for this outcome

How were students selected to participate in the assessment of this outcome?

Faculty provided artifacts for learning outcome 3, written communication, and all were assessed.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input checked="" type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input checked="" type="checkbox"/> Interviews |
| <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input checked="" type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |
| | | Click here to specify. |

Describe the how the assessment method was implemented, administered, and/or conducted.

The assessment methods used to gather evidence of student achievement of student learning objective 1, written communication skills, were artifacts provided by faculty, interviews with faculty, and the senior student exit survey.

Did your department/program faculty have a goal set for this learning outcome? ☐ Yes ☒ No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Provide a summary of the results from the assessment of Learning Outcome 3.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

The artifacts assessed indicate that students have a strong competence with all areas (see Table 6). All measures revealed an increase over the previous year's assessment. Due to a collection issue not enough of the artifacts could be assessed for documentation. Students could benefit from instructors mandating some written assignments be evaluated and improved upon through the use of the writing center on campus. In addition, instructors should take time and offer evaluation and critiques or grammar on written assignments. Online discussion postings revealed some use of slang and shorthand that should be discouraged. A majority of the students, 79%, believed that they "learned to write clearly and effectively" (see Table 6).

What do the results suggest about student achievement of this learning outcome?

The results suggest that a majority of students are comfortable with their writing skills. However, there is always room for improvement and improvement over the previous year was realized. In order to improve, students must have practice with feedback. Faculty could discuss writing during class time with short exercises with feedback. Students will gain more confidence when they are more practiced with this skill.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☐ Each Semester☒ Yearly☐ Every other year

☐ Other (please specify): If the assessment of Learning Outcome 3 occurs on a cycle or rotation, click here to describe and provide the rationale.

D4) Student Learning Outcome #4 [IF NEEDED]: [Click here to type Learning Outcome 4.](#)

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

[Click here to enter opportunities for students to learn this outcome.](#)

How many students were included in the assessment of this outcome?

[Click here to type the number of students included in the assessment of Outcome 4.](#)

How were students selected to participate in the assessment of this outcome?

[Click here to describe how students were selected.](#)

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Satisfaction Survey | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Review of thesis/dissertation/ creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Course project | | <input type="checkbox"/> Other (please specify): |

[Click here to specify.](#)

Describe the how the assessment method was implemented, administered, and/or conducted.

[Click here to describe the how the assessment for Learning Outcome 4 was conducted.](#)

Did your department/program faculty have a goal set for this learning outcome? ☐ Yes ☒ No

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, [click here to describe the goal set for this learning outcome.](#)

Provide a summary of the results from the assessment of Learning Outcome 4.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

[Click here to type the results of the assessment for Learning Outcome 4.](#)

What do the results suggest about student achievement of this learning outcome?

[Click here to type what the results suggest about student achievement of Learning Outcome 4.](#)

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

- | | | |
|---|---------------------------------|---|
| <input type="checkbox"/> Each Semester | <input type="checkbox"/> Yearly | <input type="checkbox"/> Every other year |
| <input type="checkbox"/> Other (please specify): If the assessment of Learning Outcome 4 occurs on a cycle or rotation, click here to describe and provide the rationale. | | |

E. Summary of Assessment Results

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

What did the assessment reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?

The overall results reveal student performance strengths and areas that need attention in the program. We would like to see students accomplish these learning outcomes with higher accuracy. In order to do this, the faculty must understand the learning outcomes and how we must teach them to ensure greater accuracy. Assessment must be discussed at faculty meetings to ensure that program outcomes remain a priority.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

Members of the assessment team reviewed the artifacts separately and compiled the ratings of the artifacts on a spreadsheet. The results were checked by the assessment coordinator. If the results differed by more than one point, the members of the assessment team discussed the artifact and came to agree upon a score that was within one point. Then, all of the scores were entered into a statistical program and item means and standard deviations were generated. The results were compiled into tables in this report.

Describe the process for sharing and discussing assessment results with program faculty.

The results are distributed to faculty via email. The faculty are invited to discuss any portion of the report with the members of the assessment team.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

Describe the actions that will be taken as a result of the discussion of the assessment evidence.

Our curriculum is under constant and ongoing review. One of the primary aims of this consistent evaluation is developing changes to further strengthen graduates' workplace readiness. Many changes have already been made to our curriculum partially in light of these results and other assessments. The assessment report is taken into consideration by the Curriculum Committee, and the program outcomes and assessment are discussed at faculty meetings throughout the academic year.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

For example, are there additional assessment data that may need to be collected? Are changes to the program assessment plan warranted?

No changes are planned at this time.

Describe the process for implementing these changes/planned program improvements.

[Click here to enter description of the process for implementing planned changes.](#)

H. Assessment Tools

Please provide a copy of any assessment tools (questionnaire, scale, interview questions, etc.) [here](#).

Table 1: Student Learning Outcomes Curriculum Map

Learning Outcomes	HTM 1103 HTM 1114 HTM 2665	HTM 3213 HTM 3443 HTM 3783	HTM 4163 HTM 4263 HTM 4453
Critical thinking skills in hospitality operations.	-Interviews -Reflection	-Exam -Case studies	-Case studies -Homework -Exam -Compare/Contrast
Oral presentation skills.	-Individual oral presentation	-Individual oral presentation	-Group presentation
Written communication skills.	-Case study -Reflection	-Individual project -Online discussion -Analysis paper -Reflection papers	-Analysis paper

Table 2: Critical Thinking Criteria

Criteria	Mean	Std. dev
Identification and/or summary of the problem/question at issue	3.79	0.98
Presentation of the student's own perspective and position as it is important to the analysis of the issue.	4.10	1.08
Use of supporting data/evidence	3.72	0.88
Discussion of conclusions, implications, and consequences	3.72	1.03
Consideration of other salient perspectives and alternate positions that are important to the analysis of the issue	3.67	0.82
Assessment of the key assumptions	3.48	0.87
Consideration of the influence of the context on the issue (including, where appropriate, social, economic, technological, ethical, political, or personal context).	3.79	0.99
Assessment of the validity of the supporting/background information.	3.44	0.78

n=58

Table 3: Senior Student Exit Survey Results (Critical Thinking Questions)

Criteria	2014-2015 (n=32)	2015-2016 (n=53)	2016-2017 (n=54)	2017-20148 (n=41)
Thinking critically and analytically	78%	70%	93%	88%
Using multiple sources of information to solve problems.	63%	74%	80%	75%

Table 4: Oral Communication Skills

Criteria	Mean	Std. Dev.
Organization	3.32	0.52
Language	3.17	0.64
Delivery	3.11	0.76
Supporting Material	3.32	0.57
Central Message	3.31	0.48

n=75

Table 5: Senior Student Exit Survey Results (Oral Communication Questions)

Criteria	2014-2015 (n=32)	2015-2016 (n=53)	2016-2017 (n=54)	2017-20148 (n=41)
Speaking clearly and effectively.	72%	74%	67%	74%
Delivering oral presentations.	78%	66%	55%	61%

Table 6: Written Communication

Criteria	Mean	Std. Dev.
Content	4.11	0.96
Organization	4.30	0.96
Style and Mechanics	4.18	0.90
Documentation	0.00	0.00

n=56

Table 7: Senior Student Exit Survey Results (Written communication question)

Criteria	2014-2015 (n=32)	2015-2016 (n=53)	2016-2017 (n=54)	2017-20148 (n=41)
Learned to write clearly and effectively	56%	66%	87%	79%

Learning Outcome: Graduates will be able to critically analyze and solve problems.

Characteristics A - D: Essential Characteristics	Level of Achievement			
	1	2*	3	4**
A Identification and/or summary of the problem/question at issue.	No identification and/or summary of the problem.		The main question is apparent or implied, but not clearly stated.	The main question and subsidiary, embedded, or implicit aspects of a question are identified and clearly stated.
B Presentation of the STUDENT'S OWN perspective and position as it is important to the analysis of the issue.	The student's own interpretation or position relative to the question is not provided.		The student's own interpretation or position on the question is implied or unclearly stated.	The student's own interpretation or position on the issue is clearly stated.
C Use of supporting data/evidence.	No supporting data, logical argument or evidence is used.		Evidence and logic are used, but source(s) of evidence are not evaluated for accuracy, precision, relevance, and completeness. Inferences of cause and effect are stated, but not completely or entirely accurately. Facts and opinions are stated although not clearly distinguished from value judgments.	Evidence is identified and carefully examined. Source(s) of the evidence are questioned for accuracy, precision, relevance, and completeness. Accurately observes cause and effect. Facts, opinions and arguments are stated and clearly distinguished, and value judgments are acknowledged.
D Discussion of conclusions, implications and consequences.	Conclusions are not provided.		Conclusions are provided without discussion of implications or consequences. Some reflective thought is provided with regards to the assertions.	Conclusions are clearly stated and discussed. Implications and consequences of the conclusion are considered in context, relative to assumptions, and supporting evidence. The student provides reflective thought with regards to the assertions.
E - H: Optional Characteristics (evaluated where appropriate)				
E Consideration of OTHER salient perspectives and alternate positions that are important to the analysis of the issue.	Does not acknowledge possible alternate perspectives.		Acknowledges possible alternate perspectives although they are not clearly stated.	Uses alternate perspectives and additional diverse perspectives drawn from outside information.
F Assessment of the key assumptions.	Does not identify the key assumptions.		The key assumption(s) that underlies the issue is clearly stated.	The key assumption that underlies the issue is clearly stated and the validity of the assumption that underlies the issue is assessed.
G Consideration of the influence of the context on the issue (including, where appropriate, cultural, social, economic, technological, ethical, political, or personal context).	The problem is not connected to other issues or placed in context.		The context of the question is provided although it is not clearly analyzed. Limited consideration of the audience is provided. Little consideration of other contexts is provided.	The issue is clearly analyzed within the scope and context of the question. An assessment of the audience is provided. Consideration of other pertinent contexts is provided.
H Assessment of the validity of the supporting / background information.	Does not evaluate the given information that underlies the issue.		Necessary data or other background data are identified but not evaluated for validity, relevance or completeness.	Key data and background information are evaluated for validity and used in a way consistent with this evaluation.

* 2 - Exhibits most characteristics of '1' and some characteristics of '3'

** 4 - Exhibits most characteristics of '3' and some characteristics of '5'

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

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 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.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Learning Outcome: Graduates will be able to communicate effectively in writing.

Skill		Level of Achievement			
		1	2*	3	4**
A	Content	Topic is poorly developed; support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment.		Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment.	Topic/thesis is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic & audience, with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment.
B	Organization	Most paragraphs are rambling and unfocused; no clear beginning or ending paragraphs; inappropriate or missing sequence markers. No clear over-all organization		Most paragraphs are focused; discernible beginning and ending paragraphs; some appropriate sequence markers. Overall organization can be inferred and is appropriate for the assignment	Paragraphs are clearly focused and organized around a central theme; clear beginnings and ending paragraphs; appropriate, coherent sequences and sequence markers. Overall organization is clearly marked and is appropriate for the assignment
C	Style and mechanics	Inappropriate or inaccurate word choice; repetitive words and sentence types; inappropriate or inconsistent point of view and tone. Frequent non-standard grammar, spelling, punctuation interferes with comprehension and writer's credibility.		Generally appropriate word choice; variety in vocabulary and sentence types; appropriate point of view and tone. Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility.	Word choice appropriate for the task; precise, vivid vocabulary; variety of sentence types; consistent and appropriate point of view and tone. Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility.
D	Documentation	In-text and ending documentation are generally inconsistent and incomplete; cited information is not incorporated into the document; content is not supported by sources.		In-text and ending documentation are generally clear, consistent, and complete; cited information is somewhat incorporated into the document; content is somewhat supported with sources.	In-text and ending documentation are clear, consistent, and complete; cited information is incorporated effectively into the document; content is well-supported with sources.

* Exhibits most characteristics of '1' and some of '3'

** Exhibits most characteristics of '3' and some of '5'

Revised 6/09/10