

# The Caring for Magical Creatures BA Programs wants to assess Oral Communication Skills.

**Task: Create 2 measures for the program and write a brief description of each.**

Link to exemplar: <https://drive.google.com/open?id=1I7YnVoD8hwPju6OhoGbTNGkuvl3BmHvt>

**Student Learning Outcome:** Students graduating from the BA program in the Care of Magical Creatures will demonstrate effective oral communication on topics related to cryptozoology in a professional context.

### Information about the Assignment and Instrument:

In CMCR 412, in groups of three, students will be required to produce and deliver a group of three related individual Pecha Kucha presentations on a cryptozoographic topic of their choice, presented as if in a professional or educational environment, depending on their area of concentration within the major.

### Relationship to Outcome:

The rubric below will be used to assess the group presentation as it represents oral communication measures as articulated in the program, with the “Content” component having the largest weight for the grade. The rubric will be filled out by the instructor and shared with the students to provide feedback for improvement.

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
<b>Group Participation</b> 15%	<ul style="list-style-type: none"> <li>Every group member has a role in presentation</li> </ul>	<ul style="list-style-type: none"> <li>All but one group member participates in presentation</li> </ul>	<ul style="list-style-type: none"> <li>More than 1 group member is not involved in presentation</li> </ul>	<ul style="list-style-type: none"> <li>Only 1 group member participates in presentation</li> </ul>
<b>Delivery</b> 15%	<ul style="list-style-type: none"> <li>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of direct eye contact with audience, but still returns to notes</li> <li>Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>Holds no eye contact with audience, as entire report is read from notes</li> <li>Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
<b>Content/Organization</b> 50%	<ul style="list-style-type: none"> <li>Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Is at ease with expected answers to all questions, without elaboration</li> <li>Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>Does not have grasp of information and cannot answer questions about subject</li> <li>Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>Enthusiasm/Audience Awareness</b> 20%	<ul style="list-style-type: none"> <li>Demonstrates strong enthusiasm about topic during entire presentation</li> <li>Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>Shows some enthusiastic feelings about topic</li> <li>Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>Shows little or mixed feelings about the topic being presented</li> <li>Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>Shows no interest in topic presented</li> <li>Fails to increase audience understanding of knowledge of topic</li> </ul>

**Quality of Evidence:**

We wanted to ensure that faculty consistently evaluated oral communication skills. At the beginning of the semester, all faculty teaching this course spend approximately an hour and a half on rubric/rater training. This assists with inter-rater reliability.

Faculty have the freedom to design their own assignments within a certain range in order to customize the course toward their cryptozoographic expertise, however the rubric is standardized across instructors and semesters, which limits variation and leads to appropriate equivalence over course offerings.

**Data Collection:**

Data Collection Method 1:

The direct measure of student achievement in the learning outcome will be drawn from CMCR 412 instructor grading using the supplied rubric. Only the rows 2–4 will be used for this assessment. There will be ineliminable variance in assessments across the program, since different instructors may assess students differently.

Data Collection Method 2:

In order to temper data distortions introduced by variances in instructor assessment styles, there will also be a separate review of a sample of related anonymized student artifacts, consisting of PPT files and presentation scripts. This review will be conducted with a panel of CMCR 412 instructors.