

BSBA AY 2016-2017 Assessment

Phase 1: Assessment Plan

Learning Outcome assessed:

Learning Outcome 4:

Students will effectively communicate orally and in writing using various mediums across diverse situations.

Assessment Method:

Final presentation in BUS 406 was recorded and sent to two Rhetoric Instructors for separate evaluation of both teams and individuals.

Targeted performance, based on rubrics:

Our assessment target is that 80% of the students are competent or accomplished according to the rubric.

Evaluation Process:

Evaluators separately reviewed nine recorded presentations in BUS 406. The group was evaluated for content and organization, and then each individual presenter was evaluated for delivery.

Rubric:

Rubric for the Assessment of Oral Communication: Delivery

Indicators of Effective Delivery	Levels of Achievement			
	Beginning	Developing	Competent	Accomplished
Eye Contact: establish rapport; expand zone of interaction	Reads speech from notes/manuscript. Avoids eye contact with audience.	Conspicuous use of speaker notes. Only occasional, sporadic glances at audience.	Eye contact establishes rapport with audience. Unobtrusive use of speaker notes. Scanning of audience to establish a zone of interaction.	Consistently uses eye contact to maintain rapport with audience. Inconspicuous use of speaker notes. Effective use of scanning to expand zone of interaction.
Movement: expressive, comfortable, enhances message	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message.	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable.	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable.
Voice: rate, pitch, volume and tone are natural and authentic	Fails to maintain audience interest and support the verbal message due to excessive monotone, inappropriate rate and volume. Pitch may be strained or flat.	Inconsistent use of voice to support message. Monotone passages interfere with audience interest. Rate may be too fast or slow; volume too high or low. Pitch is strained at times, too artificial or too nervous.	Tone fits verbal message, changing for emphasis at appropriate moments. Rate and volume allow audience to follow message. Pitch seems natural to speaker.	Tone is authentic and appropriate to topic. Rate, pitch and volume vary at key points to support the verbal message and keep audience interest. Voice is natural to the speaker and topic, talking with rather than at audience.
Fluency: pronunciation, enunciation, articulation are smooth; lack of fillers	Incoherent presentation due to many factors that undermine fluency including poor pronunciation. Long pauses interrupt flow of speech. Excessive use of vocalized fillers distracts audience.	Pronunciation is mostly correct yet enunciation and articulation are still tentative. Speaker recovers from awkward pauses and proceeds. Vocalized fillers are noticeable but not excessive.	Careful pronunciation supports coherence of presentation. Enunciation and articulation of words are mostly clear. Pauses were momentary and did not interrupt fluency of speech. Vocalized fillers are minimal and do not distract the audience.	Coherence of presentation strongly supported by correct pronunciation, confident enunciation and articulation. Pauses are purposeful and enhance fluency of speech. Virtually no vocalized fillers are noticeable.

Course where learning outcome was assessed:

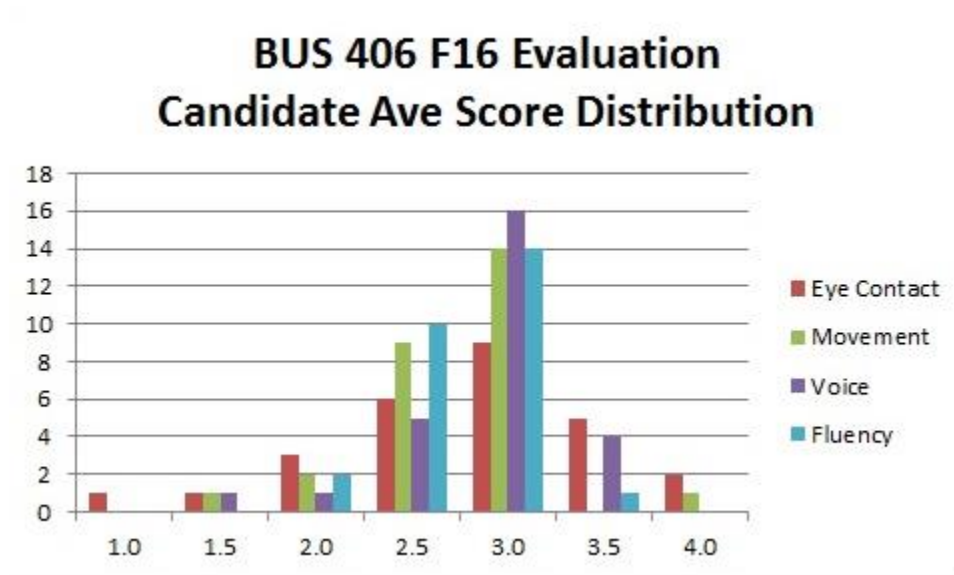
BSBA, BUS 406

Evaluator(s):

Jacquelyn Rae Horton
Michelle R LaVigne

Phase 2: Results Assessment and Planned Action

Results:



Suggested Action:

80% of the students should be at the competent or accomplished level. These skills are introduced outside of SOM, then reinforced in 304, and students should be accomplished by 401/406 (but they aren't).

We need to identify where these skills are being reinforced and be tracking them. Deborah Panter's office is starting to track these skills for WASC.

*Change target to meets equals competent/exceeds.

Phase 3: Closing the Loop

In the year that the assessment is made, this is good place to describe how the suggested actions might be evaluated in a future assessment cycle. When that cycle is complete, the results can be added to this document to finalize the report.

