Oral Communication Competency Assessment: Summary Report for 2009-2014

In the Competency Area of Oral Communication, Middle Tennessee State University (MTSU) assesses annually the following student learning outcomes:

1. Within the opening segment of the speech the speaker communicates a) a thesis or purpose statement that is clear and concise, b) is appropriate for a persuasive presentation and, c) clearly relates to the members of the audience.

2. Student outlines contain a purpose statement that is appropriate for an informative speech, is clear and concise, and contains no deficiencies in expression.

3. The speech is clearly persuasive and the speaker presents an exceptionally clear and compelling argument or case. The organizational pattern is complete and the speaker leaves the audience with an undeniable message or call to action.

4. The speaker's use of support material is exceptional. (I.E. the speaker uses all three kinds of support material; source credibility is clearly established; the quality and variety of support clearly enhances credibility of the speech.]

5. Student outlines contain 2 to 5 main points; each point is clear and wording is consistent; all main points and sub-points are well developed and an appropriate pattern is utilized throughout.

6. The speaker uses language that is exceptionally clear, vivid, and appropriate for a formal occasion and for the audience; the language is not sexist, racist, non-inclusive, etc.

7. Student outlines contain no major errors in spelling, syntax and/or grammar.

8. Bibliography/Works Cited page contains 6 or more sources; citations are formatted correctly utilizing MLA or APA format. Citations may have a few minor errors or omissions.

MTSU uses multiple measures to evaluate the extent to which its students have attained the oral communication competency outcomes and to determine if the level of attainment is acceptable.

Embedded Assessment of Oral Communication Competency

In compliance with Tennessee Board of Regents (TBR) requirements, the General Education Oral Communication Outcomes are assessed annually in COMM 2200, Fundamentals of Communication. All MTSU undergraduates are required to complete this course. Students in COMM 2200 complete a series of oral presentations and presentation outlines. A random stratified sample of persuasive speech oral presentations and informative speech presentation outlines is selected each year for assessment. Communication Studies faculty evaluators assess

the sample using a common rubric with criteria linked to the General Education Oral Communication outcomes.

In 2013-14, for example, the COMM 2200 procedure consisted of random stratified samples of representative populations of the COMM 2200 sections offered in Spring 2014. The total enrollment in COMM 2200 for Spring 2014 was 1763. The 71 sections of COMM 2200 were stratified into morning, afternoon, and evening classes. From this list, a representative sample of sections was then selected based on the stratification (38 sections were used for the outline assessment and 38 sections were used for the oral presentation assessment). From the randomly selected sections of COMM 2200, Informative Speech Presentation Outlines and Persuasive Speech Oral Presentations were randomly selected for evaluation. The data was then collected from a total of 229 students (110 Presentation Outlines and 119 Oral Presentations). The informative speech and corresponding outline is assigned midway through the semester. The persuasive speech is assigned near the end of the semester.

The outlines consisted of blind copies requested from the instructors. Selected student oral presentations were video recorded. No identifying elements were used for individual students or instructors. Assigned numbers for the study identified outlines, demographics instructions, videotapes, and sections. Assigned number listings were secured in a locked drawer in the principal investigator's office. All random selections were generated using Research Randomizer from the Social Psychology Network. Seven faculty members in Communication Studies participated in a Pre-Assessment Workshop in order to modify and refine the rubrics used to assess both Persuasive Speech Presentations and the Informative Speech Outlines. This change was based on COMM 2200 instructors' feedback as well as feedback from evaluators, who sought to increase the sensitivity of the measurements used in the assessment. In order to capture the nuanced differences in the various aspects of the speeches and outlines being assessed, the faculty also adopted a 5-point Likert Scale. The previous 3-point scale (Unsatisfactory, Satisfactory, and Excellent) was discarded and replaced by the following 5-point scale: Severely Deficient, Inadequate, Fair, Good, and Excellent (See Appendices A-D). Training for the faculty members serving as evaluators consisted of three hours of training per evaluator to familiarize each evaluator with the new rubrics and rating systems. All six evaluators utilized in 2014 had previously participated in the assessment project. Five full-time faculty members and one adjunct faculty member served as evaluators in 2014.

Results of the Oral Communication outcomes assessment for the past five years are represented in the following tables. The percentages of students performing at the Superior, Satisfactory, and Unsatisfactory levels are reported for 2009-2013 in the first table. Because the rubric was modified in 2013-14, the second table reports the percentages of students performing at the Excellent, Good, Fair, Inadequate, and Severely Deficient levels.

The MTSU Department of Communication Studies has set a goal that no more than 25% of students will perform at the Unsatisfactory level on each of the oral communication

competency outcomes. MTSU students' attainment of the outcomes is also benchmarked against information provided by the TBR identifying the statewide average for all TBR universities. In 2013-14, MTSU students' attainment of six of the eight outcomes met the goal of 75% performing at the satisfactory or higher level and attainment of the outcomes was at or near the statewide average for all TBR universities. On two of the outcomes (Outcomes 4 and 8), MTSU students did not reach the benchmark in 2013-14.

Oral Communication Outcomes 2009-2013 Summary	Superior	Satisfactory	Unsatisfactory	Statewide TBR University Average Rate of "Unsatisfactory"
1. Within the opening segment of the speech the speaker communicates a) a thesis or purpose statement that is clear and concise, b) is appropriate for a persuasive presentation and, c) clearly relates to the members of the audience. TBR1	2009-10: 9.0% 2010-11: 49.0% 2011-12: 40.9% 2012-13: 82.1%	2009-10: 55.0% 2010-11: 38.0% 2011-12: 50.8% 2012-13: 17.0%	2009-10: 44.1% 2010-11: 13.0% 2011-12: 8.3% 2012-13: 0.7%	15%
2. Student outlines contain a purpose statement that is appropriate for an informative speech, is clear and concise, and contains no deficiencies in expression. TBR1	2009-10: 11.8% 2010-11: 28.0% 2011-12: 23.4% 2012-13: 28.8%	2009-10: 41.8% 2010-11: 60.0% 2011-12: 58.9% 2012-13: 44.0%	2009-10: 46.4% 2010-11: 12.0% 2011-12: 17.7% 2012-13: 27.2%	15%
3. The speech is clearly persuasive and the speaker presents an exceptionally clear and compelling argument or case. The organizational pattern is complete and the speaker leaves the audience with an undeniable message or call to action. TBR2	2009-10: 0% 2010-11: 48.0% 2011-12: 15.2% 2012-13: 88.7%	2009-10: 36.0% 2010-11: 38.0% 2011-12: 71.2% 2012-13: 10.6%	2009-10: 64.0% 2010-11: 14.0% 2011-12: 13.6% 2012-13: 0.7%	14%
4. The speaker's use of support material is exceptional. (I.E. the speaker uses all three kinds of support material; source credibility is clearly established; the quality and variety of support clearly enhances credibility of the speech.] TBR5	2009-10: 0% 2010-11: 47.0% 2011-12: 9.8% 2012-13: 67.5%	2009-10: 70.3% 2010-11: 42.0% 2011-12: 66.7% 2012-13: 29.8%	2009-10: 29.7% 2010-11: 11.0% 2011-12: 23.5% 2012-13: 2.6%	25%

5. Student outlines contain 2 to 5 main points; each point is clear and wording is consistent; all main points and sub-points are well developed and an appropriate pattern is utilized throughout. TBR3	2009-10: 7.3% 2010-11: 73.0% 2011-12: 11.3% 2012-13: 10.4%	2009-10: 42.7% 2010-11: 21.0% 2011-12: 72.6% 2012-13: 71.2%	2009-10: 50.0% 2010-11: 6.0% 2011-12: 16.1% 2012-13: 18.4%	11%
6. The speaker uses language that is exceptionally clear, vivid, and appropriate for a formal occasion and for the audience; the language is not sexist, racist, non-inclusive, etc. TBR4	2009-10: 0% 2010-11: 15.0% 2011-12: 43.2% 2012-13: 100%	2009-10: 93.7% 2010-11: 83.0% 2011-12: 56.0% 2012-13: 0%	2009-10: 6.3% 2010-11: 2.0% 2011-12: 0.8% 2012-13: 0%	12%
7. Student outlines contain no major errors in spelling, syntax and/or grammar. TBR4	2009-10: 10.9% 2010-11: 50.0% 2011-12: 11.4% 2012-13: 17.6%	2009-10: 73.6% 2010-11: 48.0% 2011-12: 82.9% 2012-13: 79.2%	2009-10: 15.5% 2010-11: 2.0% 2011-12: 5.7% 2012-13: 3.2%	12%
8. Bibliography /Works Cited page contains 6 or more sources; citations are formatted correctly utilizing MLA or APA format. Citations may have a few minor errors or omissions. TBR5	2009-10: 18.2% 2010-11: 37.0% 2011-12: 40.3% 2012-13: 28.8%	2009-10: 21.8% 2010-11: 23.0% 2011-12: 23.4% 2012-13: 38.4%	2009-10: 60.0% 2010-11: 40.0% 2011-12: 36.3% 2012-13: 32.8%	25%

Oral Communication Outcomes 2013-14 assessment (revised rubric categories from 3 to 5)	Excellent	Good	Fair	Inadequate	Severely Deficient	Statewide TBR University Average Rate of "Unsatisfactory"
Oral Communication Outcome 1	0%	53.8%	37.8%	8.4%	0%	15%
Oral Communication Outcome 2	14.5%	55.5%	10%	9.1%	10.9%	15%
Oral Communication Outcome 3	1.6%	38.7%	44.5%	11.8%	3.4%	14%
Oral Communication Outcome 4	0%	16%	36.1%	39.5%	8.4%	25%
Oral Communication Outcome 5	20%	46.4%	27.3%	6.3%	0%	11%
Oral Communication Outcome 6	0%	74.8%	24.4%	0.8%	0%	12%
Oral Communication Outcome 7	5.5%	80%	13.6%	0.9%	0%	12%
Oral Communication Outcome 8	27.3%	30%	8.2%	16.3%	18.2%	25%

Indirect Assessment of Oral Communication Outcomes

Indirect assessment of the Oral Communication outcomes includes survey data from the Alumni Survey, the Graduating Senior Survey, and the National Survey of Student Engagement (NSSE).

Alumni Survey: Alumni are asked to rate the impact of their MTSU education on their skills in "speaking clearly and effectively." Students rate this impact using the following scale:
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much.
The score from the 2010 Alumni Survey was 2.88, and the score from the 2012 survey was 2.83. The Alumni Survey was not administered in 2013 or 2014.

Graduating Senior Survey: One survey question asks students to rate how much their MTSU experience contributed to their "speaking skills." The percentage of seniors who responded positively was 83% in both 2011-12 and 2012-13, and 87% in 2013-14.

NSSE: A question related to the development of oral communication skills asks MTSU seniors to rate how much their MTSU experience contributed to their knowledge and skills in "speaking clearly and effectively." Students rate this impact using the following scale:
1=Very little 2=Some 3=Quite a bit 4=Very much.
The score from the 2011 NSSE survey was 2.82, and the score from the 2014 survey was 2.84 (compared to the 2014 national NSSE average score of 2.94).

Evidence of Improvement Based on Analysis of the Results

Between academic years 2009-10 and 2013-14, there was dramatic improvement in student attainment of all oral communication outcomes. The improvement in student attainment of the outcomes can be attributed to a number of factors. Results of the 2009-10 assessment were discussed during several workshops with the COMM 2200 faculty. The faculty developed a variety of strategies for improvement, and they committed to implement these strategies immediately. Changes to the assessment process, especially increasing the number of class sections in the sample, improved the reliability of the sample.

Indirect measures, particularly the Graduating Senior Survey, indicate that students and alumni feel MTSU has prepared them to speak clearly and effectively.

The Department of Speech and Theatre has initiated a number of interventions to improve student attainment of the oral communication competencies. Below is a summary of some of these interventions:

1. Since fall 2011, at least two workshops have been conducted for all COMM 2200 instructors each academic year. A portion of the spring workshop is devoted to reviewing the assessment results for the previous year. During these workshops, instructors have an opportunity to discuss and develop specific strategies for improving instruction on all

the competencies, with special focus on those areas where students fall below a satisfactory level of competence.

2. The MTSU library staff met with the COMM 2200 faculty, and as a result of that meeting, the library prepared a special subject guide available on the MTSU library site to assist COMM 2200 students conducting research on contemporary topics for the informative speech and controversial topics for the persuasive speech assignment. At the beginning of the Fall 2011 semester, COMM 2200 instructors participated in a four-hour workshop during which Jason Vance from the MTSU library presented a session on the research assistance programs the library has implemented that are intended to assist students with research for their speeches. Dr. Vance also demonstrated the new website and the power point presentation the library staff prepared specifically for COMM 2200 instructors to use in their classes on how to conduct research using the MTSU library. Heather Lambert, an MTSU librarian, also presented a session on the Digital Media Center and assistance that can be provided to students gathering research materials for speeches. This collaboration with the library staff has continued each year.

3. Class size in COMM 2200 sections was reduced to a 25:1 student/faculty ratio. COMM 2200 faculty strongly recommended that class size be limited to a 25:1 ratio as suggested by the National Communication Association, and the MTSU General Education Committee endorsed this recommendation. Most class sections are now capped at 25.

4. In fall 2012, COMM 2200 faculty adopted the 11th edition of *The Art of Public Speaking,* which includes a web-based supplemental platform (Connect 2.0). This text was selected, in part, because of its focus on outlines, and the availability of an outlining program on the Connect website. In order to improve the consistency and quality of outlines crafted by COMM 2200 students, instructors were trained to use the outlining program and encouraged to require their students to use this program. Additionally, several pages were added to the custom edition of the text that specifically address the General Education oral communication outcomes.

5. At the beginning of the fall 2013 semester, a joint workshop was held for the Gen Ed faculty teaching courses in the Communication subject category (ENGL 1010, ENGL 1020 and COMM 2200). During the workshop, instructors from both disciplines (writing and oral communication) identified common instructional goals and course content. The workshop also included presentations by the MTSU library staff and the director of the University Writing Center. The COMM 2200 coordinator has continued to work closely with the Writing Center to provide materials that will assist their consultants in assisting COMM 2200 students who may be referred to the center for assistance with outlines.

6. The department received university funding to provide tutorial services specifically for students preparing oral presentations. This service is part of the tutorial center in the MTSU library beginning in the spring of 2014. Training was provided for the tutors and included information on helping students achieve the General Education outcomes for oral communication.

7. COMM 2200 faculty are in the process of determining the feasibility of establishing a speaking center on campus that will provide additional assistance to students as they prepare for their various speaking assignments.

Summary

Along with other Tennessee Board of Regents schools, MTSU has identified college-level general education competencies, one of which is oral communication. Development of the competencies is supported in MTSU's General Education courses. To ensure that MTSU's General Education courses are college-level, the courses are approved at multiple levels and undergo periodic review. Course-embedded assessment of the oral communication outcomes indicates improvement on all of the outcomes over the past five years, and MTSU students are now meeting benchmarks on six of the eight outcomes. Some of this improvement has been dramatic, thanks in part to improvements in the assessment processes. Indirect assessments also indicate improvements, with students' responses to most survey questions related to the oral communication competency showing improvement over the past five years. In response to less than satisfactory results, the MTSU COMM 2200 faculty have implemented a number of changes to improve students' attainment of the oral communication competency.

APPENDIX A

SPEECH OUTLINE RUBRIC

RUBRIC FOR 2014 ASSESSMENT

Department of Speech and Theatre / Middle Tennessee State University - 2014

Outline Assessment	Severely Deficient	Inadequate	Fair	Good	Excellent
1) Specific Purpose Statement	Specific Purpose Statement is missing.	The specific purpose statement is significantly deficient – [is not concise, contains an incomplete thought, is unclear, contains errors in grammar and spelling].	The specific purpose statement is fair, but contains one or two deficiencies [is not concise, contains an incomplete thought, is unclear, contains errors in grammar and spelling].	The specific purpose statement is clear, contains no errors in grammar or spelling, but is not concise.	The specific purpose statement is clear, concise, contains no errors in grammar or spelling.
(Introduction) **2) Attention Segment**	Attention segment is missing	Attention segment fails to gain the audience's attention and/or relate the topic to the audience. No attention gaining techniques are utilized.	Attention segment attempts to gain the audience's attention and/or relate the topic to the audience, but minor deficiencies are present. At least one attention gaining technique is utilized.	Attention segment is successful in gaining the audience's attention and relating the topic to the audience. At least one attention gaining technique is effectively utilized.	Attention segment is successful in gaining both the audience's attention and relating the topic to the audience. Two or more attention gaining techniques are effectively utilized.
(Introduction) **3) Credibility Segment**	Credibility segment is missing	Credibility segment is present, but does not establish the speaker's credibility.	Credibility segment is present and addresses at least one aspect of the speaker's credibility [education or experience]. Credibility segment includes some deficiencies in expression [grammatical and spelling errors, lacks clarity and/or conciseness].	Credibility segment is present and addresses both aspects of speaker's credibility [education and experience]. Credibility segment includes no significant deficiencies in expression, but may include a few minor deficiencies [grammatical and/or spelling errors, clarity and conciseness].	Credibility segment is present and addresses both aspects of speaker's credibility, is clear, concise and contains no grammatical or spelling errors.
(Introduction) **4) Preview Statement**	Preview Statement is missing.	Preview Statement is unclear and/or does not accurately reveal the main points (Roman Numerals) in the body of speech, and contains two or more major errors [points are out of order and/or phrasing is not consistent, and/or contains frequent	Preview Statement is clear and accurately reveals the main points (Roman Numerals) in the speech. Contains no more than one major error [points are out of order and/or phrasing is not consistent] and/or contains a few grammatical and/or spelling errors.	Preview Statement is clear and accurately reveals the main points (Roman Numerals) in the speech; phrasing is consistent; may lack conciseness but contains no grammatical or spelling errors.	Preview Statement is clear and accurately reveals the main points (Roman Numerals) in the speech; the order and phrasing of main point is consistent in expression and order; contains no grammatical or spelling errors.

		grammatical and/or spelling errors].			
(Outline) **5) Technical Form - only**	Outline formatting is missing or severely deficient	Outline formatting contains multiple deficiencies and errors in notation, subordination, formatting, and/or indentation [the three parts of the speech are not labeled; transitions are missing].	Outline formatting contains some deficiencies and errors in notation, subordination, formatting, and/or indentation.	Outline formatting contains few minor deficiencies and errors in notation, subordination, formatting, and/or indentation.	Outline formatting contains no errors in notation, subordination. Formatting is consistent. There are no errors in indentation.
(Outline) **6) Main Points (Roman Numerals)**	Outline contains one or more than five main points.	Outline contains two to five main points but points are unclear. Outline is significantly unbalanced and/or poorly developed [two or more points are inadequately developed and/or the organizational pattern is inconsistent].	Outline contains two to five main points; points are clear but contain flaws in expression. The organizational pattern is consistent throughout, but some sub-points may have minor deficiencies and/or one point may not be adequately developed.	Contains two to five main points. The main points are clear and consistent. An appropriate organizational pattern is utilized throughout, but some sub-points may contain minor deficiencies in expression.	Contains two to five main points. Main points are clear, consistent and an appropriate organizational pattern is utilized throughout. No deficiencies in expression.
(Conclusion) **7) Summary**	A summary is missing	The summary is seriously deficient [some main points are missing, and/or are out of order and/or additional material is included in the summary statement]; and summary is deficient in expression [unclear or are not concise] and/or contains grammatical errors and spelling errors.	The main points are stated but points are out of order and/or additional material is included in the summary statement; and/or summary is deficient in expression [unclear, or not concise]; and/or contain grammatical errors and spelling errors.	The main points are clear and concise and in order, but may have a few deficiencies in expression [additional material is included and/or contains grammatical errors and spelling errors].	The main points are clearly and consistently stated and the summary contains no deficiencies and contains no grammatical or spelling errors.
(Conclusion) **8)** **The Close**	Closing segment is missing	Closing segment is seriously deficient [Does not effectively signal the end of the speech and/or contains significant amount of new information and/or the speech does not end smoothly].	Closing segment clearly signals the end of the speech but no clear closing strategy is utilized and/or the strategy is ineffective and/or the close lacks development.	Closing segment clearly signals the end of the speech. The speaker effectively utilizes one closing strategy but close lacks adequate development and/or a smooth ending.	Closing segment clearly signals the end of speech. At least one closing strategy is effectively utilized. The close is adequately developed, and the speech ends smoothly.
9) **Language**	Overall, language used is inappropriate [Contains inappropriate jargon or slang and/or includes language that is sexist, racist, etc.], and/or outline contains major errors in spelling, syntax and/or grammar.	Overall language is clear and appropriate, but is deficient in clarity and/or conciseness and/or contains frequent errors in spelling, syntax, and/or grammar	Overall language used is clear and appropriate, but contains some errors in spelling, syntax, and/or grammar.	Overall, language used is clear and appropriate, may contain few minor errors in spelling, syntax, and/or grammar.	Overall language is clear and appropriate; contains no deficiencies in expression and contains a measure of creativity [metaphors, parallel structure, etc.].

10) Research / Source Citations	Works Cited page is missing.	Works Cited page contains fewer than six sources and/or citations are deficient in form and content [citations contain multiple errors or omissions, indentation errors, sources not alphabetized].	Works Cited page contains six sources and citations are formatted utilizing a consistent pattern but the form and/or content contain some deficiencies [Some errors or omissions, a few indentation errors]. Sources are correctly alphabetized.	Works Cited page contains six sources and citations are formatted utilizing a consistent pattern and citations contain very few errors or omissions. Indentation and alphabetization is correct.	Works Cited page contains more than six sources and citations are formatted correctly utilizing MLA or APA format. May have a few minor errors or omissions in citations. Indentation and alphabetization is correct.

APPENDIX B

PRESENTATIONAL COMPETENCIES

Rubric for the 2014 assessment

Department of Speech and Theatre / Middle Tennessee State University - 2014

ORAL PRESENTATION Rubric	Severely Deficient	Inadequate	Fair	Good	Excellent
Competency One: chooses a topic that is appropriate for 1. the persuasive purpose, 2. the time constraints, and 3. the audience and occasion.	The speaker's topic fails to meet all three criteria.	The speaker's topic only meets one of the three criteria	The speaker's topic meets two of the three criteria.	The speaker's topic meets all three criteria.	The speaker meets all three criteria / the topic selected is timely and/or unique.
Competency Two: Within the opening segment of the speech the speaker meets the four criteria for an effective opening [1. the introduction gains the audience's attention; 2. the thesis / purpose statement is clear and concise, 3. the purpose is appropriate for a persuasive presentation, and 4.the speaker clearly relates the topic to the members of the audience]; and the opening segment is adequately developed.	Within the opening segment the speaker fails to meet all four criteria and/or the opening segment is missing.	Within the opening segment the speaker only meets two of the four criteria and/or the opening segment is severely under developed.	Within the opening segment the speaker meets three of the four criteria; and the opening segment lacks some development.	Within the opening segment the speaker meets all four criteria; the opening section may contain minor flaws in development.	Within the opening segment the speaker meets all four criteria; the opening segment is fully developed.
Competency Three: The speaker provides supporting material (examples, statistics and testimony) appropriate for a persuasive presentation; the quality and variety of support clearly enhances the credibility of the speech and source	The speaker uses no supporting material	The speaker's use of support material is lacking in variety, and/or is lacking in quality and/or quantity; source credibility is not established.	The speaker's use of support material is adequate but is somewhat deficient [may be lacking in quality and/or quantity; source credibility is not established].	The speaker uses supporting material that is appropriate in quality, quantity and variety; source credibility may not always be established.	The speaker's use of support material is exceptional; utilizes all three kinds of support material, the quality and variety of support clearly enhances credibility of the speech and source credibility is clearly established.

credibility is clearly established.					
Competency Four: The speaker uses an organizational pattern appropriate to the persuasive presentation.	The speech is clearly not persuasive and/or fails to effectively use a persuasive organizational pattern that is appropriate for the topic, and audience.	The speech is somewhat persuasive and/or the organizational pattern and expression of arguments are severely deficient [the organizational pattern is unclear and/or incomplete].	The speech is persuasive; the speaker uses an appropriate persuasive organizational pattern with some errors or omissions, and some arguments may be deficient	The speaker uses an appropriate persuasive organizational pattern. The organizational pattern is complete, and the speaker leaves the audience with a clear persuasive message or call to action.	The speech is clearly persuasive and the speaker presents an exceptionally clear and compelling argument or case. The organizational pattern is complete and the speaker leaves the audience with an undeniable message or call to action.
Competency Five: The speaker demonstrates the ability to effectively utilize material gathered from multiple sources. .	The speaker fails to include any source documentation in the presentation.	The speaker incorporates a few sources in the presentation but the documentation is deficient [five or fewer sources cited and/or a variety of sources are not used and/or some sources do not appear to be credible].	The speaker incorporates a minimum of six sources in the presentation and the sources appear to be credible, but the documentation is deficient [a variety of sources is not used and/or source credibility is not always established].	The speaker incorporates a minimum of six sources in the presentation; the sources appear to be credible, and the source documentation is <u>not</u> deficient [a variety of sources is utilized].	The speaker incorporates more than six sources in the presentation; the sources are clearly credible, and the source documentation is <u>not</u> deficient.
Competency Six: The speaker uses language appropriate to the audience and occasion.	The speaker uses unclear language and/or uses jargon and/or slang that is inappropriate for a formal occasion and for the audience; the language is sexist, racist, non-inclusive, etc.	The speaker uses unclear language and/or uses jargon and/or slang that is inappropriate for a formal occasion and/or distracts from the presentation.	The speaker uses language that is reasonably clear and appropriate for a formal occasion. The speaker uses an occasional slang expression or jargon, but such language is not distracting.	The speaker uses language that is clear, vivid, and appropriate. The presentation is devoid of inappropriate slang or jargon.	The speaker uses language that is exceptionally clear, vivid, appropriate, and the speaker uses parallel sentence structure and/or repetition etc.
Competency Seven: The speaker: 1. speaks in a conversational manner, 2.utilizes intensity to heighten and maintain interest appropriate to the audience and occasion, 3. speaks loud enough to be easily heard at all times, and 4. speaks with energy appropriate for the audience and occasion.	The speaker fails to meet all four factors [does not speak in a conversational manner, fails to use vocal variety; fails to speak loud enough to be easily heard at all times, and speaks with little energy].	The speaker fails to meet three of the four factors [does not speak in a conversational manner, and/or fails to use vocal variety; and/or fails to speak loud enough to be easily heard at all times, and/or speaks with little energy].	The speaker meets all but one of the four factors [speaks in a conversational manner, and/or uses vocal variety; and/or speaks loud enough to be easily heard at all times, and/or speaks with some energy].	The speaker meets all four factors [speaks in a conversational manner, does use vocal variety; speaks loud enough to be easily heard at all times, and/or speaks with some energy].	The speaker utilizes an effective conversational style, and makes exceptional use of vocal variety, utilizes the proper volume throughout the presentation and speaks with energy throughout the speech.

Competency Eight: The speaker maintains appropriate eye contact with the entire audience throughout the presentation.	The speaker fails to establish any eye contact with the audience.	The speaker establishes minimal eye contact with the audience, and eye contact is limited to one focal point.	The speaker establishes some eye contact with the audience and the eye contact is limited to more than one focal points.	The speaker establishes an appropriate amount of eye contact with the audience and the focal points are varied.	The speaker establishes an appropriate amount of eye contact with the audience, the focal points are varied and the speaker is intentional in establishing eye contact with the entire audience.
Competency Nine: The speaker uses appropriate facial expressions that enhance the verbal message.	The speaker fails to vary his/her facial expression throughout the presentation and/or the expression is inappropriate and/ or it does not correspond to the verbal message.	The speaker utilizes very few facial expressions during the presentation and/or some of expressions are inappropriate and/ or they do not correspond to the verbal message.	The speaker uses a variety of facial expressions throughout the presentation, but some of the expressions are inappropriate and/or fail to correspond to the verbal message.	The speaker uses a variety of facial expressions throughout the presentation and all expressions are appropriate and correspond to the verbal message.	The speaker uses a variety of facial expressions and all the expressions are appropriate and correspond to the verbal message. In addition the speaker's facial expressions clearly enhance the verbal message.
Competency Ten: The speaker uses physical behaviors (body movement and gestures) that support the verbal message.	The speaker uses almost no body movement or gestures during the presentation to support the verbal message.	The speaker uses very limited body movements and/or gestures during the presentation and/or the body movement and gestures do not support the verbal message.	The speaker uses very little body movement during the presentation but he/she utilizes gestures to support the verbal message.	The speaker uses both body movement and gestures during the presentation to enhance the verbal message.	The speaker uses both body movement and gestures during the presentation. The movement and gesture add significantly to the clarity and impact to the message and enhances the verbal message.
Competency Eleven: The speaker uses posture that supports the verbal message and enhances the speaker's appearance of confidence and competence.	The speaker's posture significantly detracts from his/her appearance as a confident and competent speaker.	The speaker's posture detracts somewhat from his/her appearance as a confident and competent speaker.	The speaker's posture supports his/her appearance as a somewhat confident and competent speaker.	The speaker's posture supports his/her appearance as a confident and competent speaker.	The speaker uses posture that supports the verbal message and the speaker appears to be a strong, confident and competent speaker.

APPENDIX C

PREVIOUS RUBRIC FOR ASSESSMENT (2009-2013)

INFORMATIVE SPEECH OUTLINE Rubric

Department of Speech and Theatre / Middle Tennessee State University

	UNSATISFACTORY	SATISFACTORY	EXCELLENT
1) Specific Purpose Statement	Specific Purpose Statement is missing /is inappropriate / or is significantly deficient.	Specific Purpose Statement is appropriate / may contain some deficiencies in expression /	Specific Purpose Statement is appropriate / clear /concise/ no deficiencies in expression.
(Introduction) 2) Attention Segment	Attention segment is missing or fails to accomplish any objectives of an attention segment.	Attention segment accomplishes both objectives / utilizes one technique to gain the audience's attention and interest.	Attention segment clearly accomplishes both objectives / utilizes two or more techniques to gain the audience's attention and interest. If labeled, content is consistent with the label.
(Introduction) 3) Credibility Segment	Credibility segment is missing or is significantly deficient.	The credibility segment establishes the speaker's credibility (e.g. experience and/ or research) / may contain minor flaws in expression.	The credibility segment clearly establishes and enhances the speaker's credibility (e.g. experience and/ or research) / contains no flaws in expression. If labeled, content is consistent with the label.
(Introduction) 4) Preview Segment	Preview is missing or is unclear / does not accurately reveal the main points (Roman Numerals) in the speech.	Preview identifies the main points (Roman Numerals) in the body of the speech.	Preview clearly and accurately identifies main points (Roman Numerals) in the body of the speech / the order is consistent / phrasing is clear and concise. If labeled, content is consistent with the label.
(Outline) 5) Technical Form - only	Outline formatting is seriously deficient / multiple errors in notation, subordination and/or division.	Outline formatting is generally correct / a few errors in notation, subordination and division	Outline formatting is correct with no errors in subordination and division / notations are used consistently throughout.
(Outline) 6) Main Points (Roman Numerals)	Contains only 1 or more than 5 main points / two or more points are poorly developed / outline is significantly unbalanced	Contains 2 to 5 main points / main points are clear, consistent / an appropriate organizational pattern is utilized throughout / some sub-points points may have minor deficiencies.	Contains 2 to 5 main points / main points are clear, wording is consistent / all points and sub-points are fully developed/ an appropriate pattern is utilized throughout.
(Conclusion) 7) Summary	Summary is missing or is seriously deficient.	Summary is present but may contain minor deficiencies in expression or content / points may be out of order.	Summary is effective / contains no deficiencies in expression / points are in order. If labeled, content is consistent with the label.

(Conclusion) 8) The Close	Closing segment is missing / inappropriate / does not effectively signal end of speech /contains significant amount of new information.	Closing segment is present /clearly signals the end of speech / at least 1 closing strategy is utilized but may contain minor deficiencies. (e.g. too short).	Closing segment is appropriate / clearly signals the end of speech / effectively uses 1 or more closing strategies. If labeled, content is consistent with the label.
9) Language	Overall, language used is inappropriate / contains inappropriate jargon / slang and/or includes language that is sexist, racist, etc.	Overall, language is clear and appropriate / is free from inappropriate jargon / slang and excludes language that is sexist, racist, etc. / may contain some deficiencies in expression.	Overall language is clear and appropriate / contains a measure of creativity / is free from inappropriate jargon / slang and excludes language that is sexist, racist, etc. / contains few deficiencies in expression
10) Spelling / syntax / grammar	Outline contains major errors in spelling, syntax and/or grammar.	Outline contains minor errors in spelling, syntax and /or grammar.	Overall outline contains no errors in spelling, syntax, and/or grammar.
11) Research	No bibliography or Works Cited pg. or contains fewer than 6 sources / no acceptable form is used or form is inconsistent / citations contain multiple errors or omissions.	Bibliography / Works Cited pg. contains 6 sources / citations are formatted utilizing a consistent pattern / citations contain no major errors or omissions.	Bibliography /Works Cited pg. contains 6 or more sources / citations are formatted correctly utilizing MLA or APA format / may have a few minor errors or omissions in citations.

APPENDIX D

PREVIOUS RUBRIC FOR ASSESSMENT (2009-2013)

PRESENTATIONAL COMPETENCIES

Department of Speech and Theatre / Middle Tennessee State University

	UNSATISFACTORY	SATISFACTORY	EXCELLENT
1) Chooses and narrows persuasive topic appropriate for the audience & occasion.	UNSATISFACTORY: The speaker's topic is inappropriate for the persuasive purpose, OR the time constrains, OR the audience and occasions. (I.E. topic fails to meet all 3 criteria)	SATISFACTORY: The speaker's topic is appropriate for the persuasive purpose, and the time constrains, and the audience and occasions. (I.E. meets all 3 criteria)	EXCELLENT: The speaker meets all 3 criteria / the topic selected is timely and/or unique.
2) Within the opening segment of the speech the speaker communicates a) a thesis / purpose statement that is clear and concise, b) is appropriate for a persuasive presentation and, c) clearly relates to the members of the audience.	UNSATISFACTORY: Within the opening segment the speaker fails to communicate a) a thesis / purpose statement that is clear and concise, and/or b) the purpose is inappropriate for a persuasive presentation, and/or c) the thesis / purpose is not related to the members of the audience (I.E. fails to meet 2 of the 3 criteria).	SATISFACTORY: Within the opening segment the speaker communicates a) a thesis / purpose statement that is clear and concise, b) is appropriate for a persuasive presentation, and is related to the members of the audience (I.E. meets all 3 criteria).	EXCELLENT: Within the opening - segment the speaker communicates a) a thesis / purpose statement that is clear and concise, b) is appropriate for a persuasive presentation, c) is specifically and purposefully relates the members of the audience (I.E. meets all 3 criteria and effectively relates thesis to the specific audience).
3) Provides supporting material appropriate for the persuasive presentation.	UNSATISFACTORY: The speaker's use of support material is lacking in variety, and/or is lacking in quality and/or quantity). (I.E. fails to meet 2 of the 3 criteria)	SATISFACTORY The speaker uses supporting material that is appropriate in quality, quantity and variety. (I.E. meets all but 1 of the criteria.).	EXCELLENT: The speaker's use of support material is exceptional. (I.E. the speaker uses all three kinds of support material, source credibility is clearly established, the quality and variety of support clearly enhances credibility of the speech)
4) The speaker uses an organizational pattern appropriate to the persuasive presentation. .	UNSATISFACTORY: The speech is somewhat persuasive and/or the organizational pattern and expression of arguments are severely deficient. (I.E. the organizational pattern is unclear and/or incomplete).	SATISFACTORY: The speaker uses an appropriate persuasive organizational pattern. The organizational pattern is complete, and the speaker leaves the audience with a clear persuasive message or call to action.	EXCELLENT: The speech is clearly persuasive and the speaker presents an exceptionally clear and compelling argument or case. The organizational pattern is complete and the speaker leaves the audience with an undeniable message or call to action.
5) The speaker demonstrates the ability to effectively utilize material gathered from multiple sources.	UNSATISFACTORY: The speaker incorporates a few sources in the presentation but the documentation is deficient. (I.E. 5 or fewer sources cited and/or a variety of sources are not used and/or some sources do not appear to be credible)	SATISFACTORY: The speaker incorporates a minimum of 6 sources in the presentation; the sources appear to be credible, and the source documentation is not deficient (I.E. a variety of sources are utilized.)	EXCELLENT: The speaker incorporates more than 6 sources in the presentation; the sources appear to be credible, and the source documentation is not deficient (I.E. a variety of sources are used.)
6) The speaker uses language appropriate to the audience & occasion.	UNSATISFCTORY: The speaker uses unclear language and/or uses jargon and/or slang that is inappropriate for a	SATISFACTORY: The speaker uses language that is clear, vivid, and appropriate. The	EXCELLENT: The speaker uses language that is exceptionally clear, vivid, and appropriate for a formal occasion and

	formal occasion and/or distracts from the presentation.	presentation is devoid of inappropriate slang or jargon.	for the audience; the language is sexist, racist, non-inclusive, etc.
7) The speaker a) speaks in a conversational manner & b) utilizes intensity (volume) to heighten & maintain interest appropriate to the audience and occasion; and c) speaks loud enough to be easily heard at all times, and d) speaks with energy appropriate for the audience and occasion.	UNSATISFACTORY: The speaker fails to meet three of the four factors (I.E. does not speak in a conversational manner, and/or fails to use vocal variety (e.g. is monotone); and/or fails to speak loud enough to be easily heard at all times, and/or speaks with little energy	SATISFACTORY: The speaker meets all four factors (I.E. speaks in a conversational manner, does use vocal variety (e.g. is not monotone); speaks loud enough to be easily heard at all times, and/or speaks with some energy.	EXCELLENT: The speaker utilizes an effective conversational style, and makes exceptional use of vocal variety, utilizes the proper volume throughout the presentation and speaks with speaks with energy throughout the speech.
8) The speaker maintains appropriate eye contact with the entire audience throughout the presentation.	UNSATISFACTORTY: The speaker establishes minimal eye contact with the audience, and eye contact is limited to one focal point.	SATISFACTORY: The speaker establishes an appropriate amount of eye contact with the audience and the focal points are varied.	EXCELLENT: The speaker establishes an appropriate amount of eye contact with the audience, the focal points are varied and the speaker is intentional with establishing eye contact with the entire audience. -
9) The speaker uses appropriate facial expressions that enhance the verbal message.	UNSATISFACTORY: The speaker utilizes very few facial expressions during the presentation and/or some of expressions are inappropriate and/ or they do not correspond to the verbal message.	SATISFACTORY: The speaker uses a variety of facial expressions throughout the presentation and all expressions are appropriate and correspond to the verbal message.	EXCELLENT: The speaker uses a variety of facial expressions and all the expressions are appropriate and correspond to the verbal message. In addition the speaker's facial expressions clearly enhance the verbal message.
10) The speaker uses physical behaviors (body movement and gestures) that support the verbal message.	UNSATISFACTORTY: The speaker uses very limited body movements and/or gestures during the presentation and/or the body movement and gestures do not support the verbal message	SATISFACTORY: The speaker uses both body movement and gestures during the presentation to enhance the verbal message.	EXCELLENT: The speaker uses both body movement and gestures during the presentation. The movement and gesture add significantly to the clarity and impact of the of the message and enhances the verbal message
11) The speaker uses posture that supports the verbal message, enhances the speaker's appearance of confidence and competence	UNSATISFACTORY The speaker's posture detracts somewhat from his/her appearance as a confident and competent speaker.	SATISFACTORY: His/her posture supports the speaker's appearance as a confident and competent speaker	EXCELLENT: The speaker demonstrates exceptional posture and appears to be a strong, confident and competent speaker