

Assessment Data Mathematical, Information and Computer Sciences

Learning Outcome: Students will be able to speak about their work with precision, clarity and organization (Oral Communication).

Outcome Measure: Annual: Each student will be required to give an oral presentation on a topic in their field as a part of their participation in the Senior Seminar. The audience for this talk will include department faculty, fellow students and possibly some alumni. The students will be given the evaluation criteria in advance of their presentation and will be rated by the faculty using a rubric with a scale of 4 (outstanding) to 1 (unsatisfactory) in the following areas:

- Command of background material
- Organization
- Oral presentation skills (added as part of the new rubric in the spring of 2010)
- Use of presentation tools
- Ability to field questions from the audience

Note that the department has a mapping between its rubric and the AAC&U Oral Communication Value Rubric.

Criteria for Success: 80% of the students should have an average score of at least 2.5 in each of the major areas in the department rubric. This translates to 80% of the students being above a 3.5 in the AAC&U rubric.

Our translation from our data to the AAC&U is included. Our department continues to provide the students with our departmental rubric because it has been developed over many years and works effectively with our majors.

Aligned with DQP Learning Areas (circle one or more):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Oral Presentation	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Background	100%	95%	100%	100%	92%	100%	95%	100%	100%	95%
Organization	100%	85%	100%	100%	100%	100%	100%	92%	94%	100%
Oral Presentation Skills	100%	90%	100%	100%	92%	100%	95%	100%	100%	95%
Presentation Tools	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Ability to Field Questions	100%	100%	83%	100%	100%	89%	100%	100%	100%	94%

AAC&U “translation” (we have only done this for the years that PLNU has been making use of the DQP)

Oral AAC&U	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Organization	100%	100%	100%	100%	92%	94%	100%
Language	100%	92%	100%	100%	100%	100%	95%
Delivery	100%	92%	100%	95%	100%	100%	95%
Supporting Material	100%	100%	100%	100%	100%	100%	100%
Central Message	100%	100%	89%	100%	100%	100%	94%

Conclusions Drawn from Data:

In general, the students have been performing reasonably well in the area of giving oral presentations. We attribute this to the fact that we intentionally have students presenting technical material in front of others starting in their freshman year.

Changes to be Made Based on Data:

Over time we have increased our standards and expanded the rubric to increase clarity for students and to push them to speak at a professional level. Looking at the scores, it is possible to see the times when alterations have been made:

- 2008-09 Standards tightened
- 2009-10 Rubric expanded to include more detailed instructions

Oral Presentation Rubric Update (4/12/17)

Criteria	Outstanding	High Satisfactory	Low Satisfactory	Unsatisfactory
Command of background material	<input type="checkbox"/> Clearly knows material and key facts by memory <input type="checkbox"/> Expands on PPT slides <input type="checkbox"/> Content appropriate for audience	<input type="checkbox"/> Clearly knows key facts with a few memory slips <input type="checkbox"/> Some expansion on PPT slides <input type="checkbox"/> Partial audience adaptation of content	<input type="checkbox"/> Reads some information; knows some facts from memory <input type="checkbox"/> No expansion of PPT slide content <input type="checkbox"/> Little audience adaptation of content	<input type="checkbox"/> Reads sentences from slides <input type="checkbox"/> Dependent on notes <input type="checkbox"/> Lacks audience adaptation of content
Organization	<input type="checkbox"/> Clear and concise outline <input type="checkbox"/> Relevant graphics and key text items on slides <input type="checkbox"/> Presentation is between 10-15 minutes	<input type="checkbox"/> Clear outline <input type="checkbox"/> Too much information on slides (not concise) <input type="checkbox"/> Presentation 1 minute outside of the range (10-15 minutes)	<input type="checkbox"/> Some sense of outline <input type="checkbox"/> Too much detailed information on slides <input type="checkbox"/> Presentation 2 minutes outside of the range (10-15 minutes)	<input type="checkbox"/> No clear outline <input type="checkbox"/> Slides are in paragraphed; too much detailed information on one slide <input type="checkbox"/> Presentation 3 minutes outside of the range (10-15 minutes)
Oral Presentation skills	<input type="checkbox"/> Clearly has practiced several times; smooth transitions <input type="checkbox"/> Engages audience in content multiple time and engagement is well connected to talk (questions, examples, etc) <input type="checkbox"/> Free of disfluencies (ah, umh) <input type="checkbox"/> Is clearly heard in the room and makes an uses inflection for emphasis <input type="checkbox"/> Engaged audience through eye contact <input type="checkbox"/> Engaged audience through gestures	<input type="checkbox"/> Has practiced but transitions are not smooth <input type="checkbox"/> Engages audience at least twice in content (questions, examples, etc.) <input type="checkbox"/> A few disfluencies (ah, umh, er) <input type="checkbox"/> Can be understood most of the time and uses some inflection <input type="checkbox"/> Some engagement of audience through eye contact <input type="checkbox"/> Some engagement of audience through gestures	<input type="checkbox"/> Has practiced presentation but cannot verbally make transitions between slides <input type="checkbox"/> Audience engagement at least once with content (questions, examples, etc.) <input type="checkbox"/> Many disfluencies (ah, umh, er) <input type="checkbox"/> Can sometimes be understood and uses little inflection <input type="checkbox"/> Infrequent eye contact <input type="checkbox"/> Distracting gestures or mannerisms	<input type="checkbox"/> Clearly did not practice presentation; Does not anticipate content of next slide <input type="checkbox"/> No audience involvement <input type="checkbox"/> Disfluencies (ah, umh, er) detract from presentation <input type="checkbox"/> Can not be heard and/or speaks in a monotone <input type="checkbox"/> Little audience awareness or eye contact <input type="checkbox"/> Frequent distracting gestures or mannerisms
Use of Presentation Tools	<input type="checkbox"/> PPT background is matched to content, legible font, seamless transitions <input type="checkbox"/> Graphics imbedded and matched to topic, necessary hyperlinks work	<input type="checkbox"/> Appropriate PPT slide backgrounds, transitions & font <input type="checkbox"/> Most graphics imbedded and matched to topic, most necessary hyperlinks work	<input type="checkbox"/> Distracting PPT slide backgrounds and transitions, font hard to read <input type="checkbox"/> Some inappropriate graphics or use of PPT embellishments, necessary hyperlinks don't work	<input type="checkbox"/> No attention given to PPT slide backgrounds and transitions, font illegible <input type="checkbox"/> Distracting use of embellishments, graphics not connected to topic
Ability to field questions	<input type="checkbox"/> Able to answer questions clearly and without hesitation and prepared material to answer anticipated questions	<input type="checkbox"/> Can answer all questions with some hesitation	<input type="checkbox"/> Able to answer half of the questions with hesitation	<input type="checkbox"/> Unable to answer any questions

Translation between MICS and AAC&U Rubric

MICS Category	MICS Item Position in Rubric	AAC&U Category
Clear and concise outline	4	Organization
Relevant graphics and key text items on slides	5	Organization
Presentation length is +/- 30 seconds of time limit	6	Organization
Expands on PPT slides	2	Language
Content appropriate for audience	3	Language
Engages audience	8	Language
Transitions	7	Delivery
Free of disfluencies (ah, uhm)	9	Delivery
Is clearly heard in the room and uses inflection for emphasis	10	Delivery
Engaged audience through eye contact	11	Delivery
Engaged audience through gestures	12	Delivery
PPT background is matched to content, legible font, seamless transitions	13	Delivery
Relevant graphics and key text items on slides	5	Supporting
Graphics imbedded and matched to topic, necessary hyperlinks work	14	Supporting
Clearly knows material and key facts by memory	1	Central Message
Able to answer questions clearly and without hesitation	15	Central Message

AAC&U Value Rubric

	Capstone 4	Milestones 3	Milestones 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.