To support the mission of the university and the college, the faculty ...will: continuously improve the quality of our undergraduate and graduate programs by developing students’ communication skills.

- Assessment measure, oral communication skills: Faculty who give individual student grades for oral presentations will use the standard, college-wide rubric as a component of their grading criteria.
  - Learning Outcome Students in each program will receive individualized feedback multiple times on their oral presentation skills as they progress through the program. The college-wide rubric forms the core of course-level rubrics.

<table>
<thead>
<tr>
<th>Date: ___________________________</th>
<th>Assignment/Project Title: _______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course: ________________________</td>
<td>Section/time: ____________________________________________</td>
</tr>
<tr>
<td>Student Name(s): ____________________________</td>
<td></td>
</tr>
</tbody>
</table>

**College-wide assessment items**

- **The presenter(s):**
  - Included technology that was integrated appropriately and seamlessly
  - Presentation materials were easily readable (e.g., appropriate font size, colors, and amount of material on each slide)
  - Made appropriate eye contact with the audience
  - Made appropriate handoffs/.transitions with other team members
  - Stayed within the specified time limits
  - Delivered a report that was logically organized
  - Delivered a report that was persuasive
  - Delivered a report that was interesting
  - Avoided excessive note reading and “back-to-the-audience” reading of the presentation screen
  - Were dressed professionally
  - Avoided slang expressions (“you know”), inappropriate/sexist language, and “fillers” (e.g., Uh...)
  - Avoided nervous or distracting body language
  - Used appropriate voice volume for the room/audience

**Course-specific assessment items**

- **Using this rubric**
  - Where appropriate, incorporate these assessment items into your course-specific grading rubrics.
  - Use this form to summarize and report section-level outcomes.
    - By section, aggregated totals within each column for the assessment items used.
    - For numeric/letter grades, for example, a grade of “C” equates to “Meets Expectations,” lower than “C” is “Below Expectations,” and higher than “C” “Exceeds Expectations.”