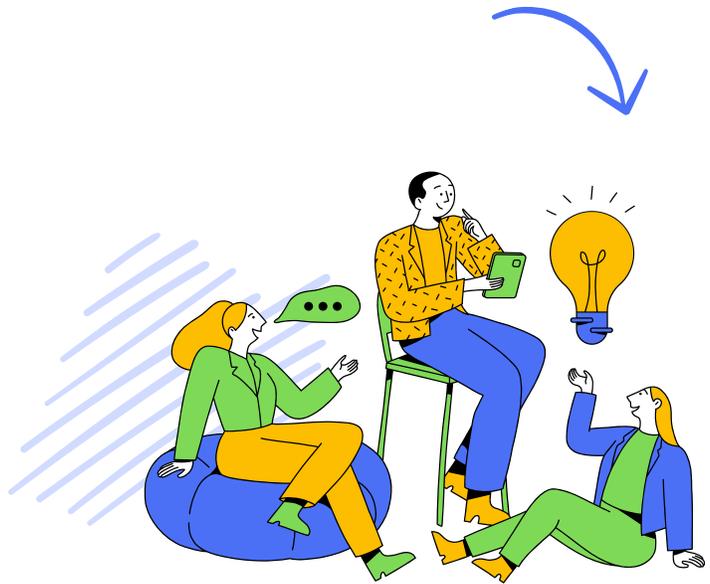




Oral Assessment Summary



Executive Summary and Objectives



Executive Summary

The General Education Signature Oral Presentation is a research-based assessment that evaluates student proficiency in Critical Inquiry, Communication, and Self-Efficacy. Students research a topic, construct an evidence-based argument, and deliver a professional presentation using a standardized rubric. This shared assessment artifact supports consistent evaluation across courses while generating meaningful data for institutional improvement and accreditation.

Objectives

The objective of the Signature Oral Presentation is to provide a measurable opportunity for students to demonstrate their ability to research, analyze information, and communicate ideas effectively. The assessment also promotes preparation, professional presence, and academic responsibility while supplying data to inform teaching practices and guide ongoing curricular enhancement.



Program Structure and Curriculum



General Education Oral Communication Signature Assignment

General Education Oral Communication Signature
Assignment

Artifact:

A researched, technology-supported oral presentation (PowerPoint, Prezi, Canva, Google Slides, etc.) delivered to a live audience.

Why this works institutionally:

Signature assignments allow one artifact to measure multiple Gen Ed competencies without creating assessment overload for faculty, something department chairs quickly learn is critical for compliance and morale.



Competency Alignment (Refined)

✔ **Critical Inquiry – Intellectual Work Behind the Presentation**

Measure the student's ability to:

- Formulate a researchable question or central claim
- Locate and evaluate credible sources
- Synthesize information (not summarize)
- Construct an evidence-based argument
- Demonstrate logical reasoning

✔ **Suggested measurable outcome language:**

Students will analyze and synthesize researched information to construct a coherent, evidence-based oral argument.

✔ **Self-Efficacy – Professional Presence & Executive Function**

Measure:

- Preparation and organization
- Professional demeanor
- Time management
- Command of material

✔ **Suggested measurable outcome language:**

Students will demonstrate self-management and professional responsibility through prepared, organized, and purposeful delivery of an oral presentation.



Competency Alignment (Refined)

✔ **Communication – Design + Delivery**

Important distinction many institutions miss:

Slides ≠ communication

Speaking ≠ communication

It is the integration that matters.

Measure:

- Message clarity
- Audience awareness
- Logical organization
- Effective visual design
- Verbal delivery
- Supporting materials

Outcome language:

Students will deliver organized, audience-centered presentations using clear messaging and effective visual support.



Stronger Structural Recommendation



Stronger Structural Recommendation:
Instead of calling it a “final presentation,” label it:

General Education Signature Oral Presentation

- **“Final presentation” sounds course-level**
- **“Signature assignment” signals institutional assessment design**

Students will complete a Signature Oral Presentation requiring them to research a contemporary issue, construct an evidence-based argument, and deliver a technology-supported presentation to an audience.

The assignment is designed to assess General Education competencies in Critical Inquiry, Self-Efficacy, and Communication.



Scoring Model Recommendation



Use a single analytic rubric with three domains:

Domain	Weight
Critical Inquiry	40%
Communication	40%
Self-Efficacy	20%

Why reduce self-efficacy slightly?

Because accreditors expect the intellectual work to carry the most weight in Gen Ed.

(You can adjust but avoid making self-efficacy equal to inquiry.)



FACULTY ANALYTIC RUBRIC



Level	Descriptor
4	Exemplary
3	Proficient
2	Developing
1	Beginning

Institutional Benchmark Recommendation:

- 70% of students score 3 or higher



Student Instructions

General Education Signature Oral Presentation Student Instructions

Purpose of This Assignment

This presentation is a General Education Signature Assignment. It is designed to assess your ability to:

-
- Conduct meaningful research (Critical Inquiry)
- Design and organize clear information (Communication)
Present yourself professionally and responsibly (Self-Efficacy)
You will be evaluated using an institutional rubric.

Assignment Overview

You will research an approved topic, develop a clear thesis or central argument, create a professional visual presentation, and deliver an organized oral presentation to the class.

Your presentation must demonstrate:

- Clear argument or central claim
- Credible research
- Logical organization
- Effective slide design
- Professional delivery
- Presentation Requirements

Length: 8–10 minutes

(Shorter length may apply in 1-credit seminars.)

Visual Aid Required:

PowerPoint, Google Slides, Canva, Prezi, or instructor-approved platform.

Sources:

Minimum of five credible sources unless otherwise specified by your instructor.

References Slide:

Required. Must follow APA, MLA, or Chicago format (as directed by instructor).



Reflection:

You will submit a brief written reflection after your presentation.

Research Expectations (Critical Inquiry)

You must:

- Develop a focused thesis or central claim
- Use credible academic or authoritative sources
- Integrate research into your argument (do not simply summarize)
- Cite sources within slides where research is referenced
- Include a properly formatted references slide
- Weak research or missing citations will significantly impact your score.

Presentation Design Expectations (Communication)

Your slides should:

- Support your speech, not replace it
- Use clear headings
- Avoid large paragraphs
- Use readable font sizes
- Include visual elements only when they enhance understanding
- Maintain professional appearance
- Reading directly from slides will lower your delivery score.

Oral Delivery Expectations (Communication + Self-Efficacy)

You are expected to:

- Speak clearly and audibly
- Maintain eye contact
- Demonstrate preparation
- Stay within time limits
- Transition smoothly between points
- Show command of your material
- Nervousness is normal. Lack of preparation is not.



Reflection Requirement (Self-Efficacy)

After presenting, you will submit a brief reflection (approximately 1 page) responding to:

- How did you prepare for this presentation?
- What challenges did you encounter?
- What would you improve in future presentations?

This reflection measures your ability to evaluate your own performance.

How You Will Be Evaluated

Your presentation will be scored using a 4-point rubric:

- 4 – Exemplary
- 3 – Proficient
- 2 – Developing
- 1 – Beginning

The rubric measures:

- Research quality and argument development
- Slide organization and clarity
- Professional delivery
- Preparation and reflection
- Scoring emphasizes demonstrated skill, not topic preference or personality.
- Academic Integrity

All research must be properly cited.

Failure to credit sources may result in academic integrity consequences.

Final Reminder

This assignment is designed to help you demonstrate skills that transfer beyond this course:

- Research literacy



- Professional communication
- Public speaking
- Personal accountability

Approach it as preparation for academic, professional, and leadership environments.



RUBRIC 1 — Research & Works Cited (Critical Inquiry)

Weight: 40%

Criteria	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
Thesis / Central Argument	Clear, original, and intellectually sophisticated	Clear and logical	Present but lacks precision	Unclear or missing
Source Quality	Highly credible, scholarly, and relevant	Mostly credible	Some questionable sources	Minimal or inappropriate
Integration of Evidence	Evidence is synthesized seamlessly into argument	Evidence supports claims	Over-reliance on summary	Evidence absent or misused
Analysis	Demonstrates strong critical thinking	Shows adequate analysis	Limited interpretation	Little to no analysis
Citations	Error-free and consistent	Minor errors	Multiple errors	Missing citations

- Tell faculty to score the argument, not the topic difficulty.

RUBRIC 2 — Presentation Design (Communication)

Weight: 20%

Criteria	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
Organization	Logical, intuitive flow	Mostly organized	Some disorganization	Difficult to follow
Visual Effectiveness	Professional, readable, visually engaging	Clear and functional	Overcrowded or inconsistent	Distracting or unreadable
Text Usage	Concise; supports speaking	Appropriate amount	Too text-heavy	Slides read verbatim
Data/Graphics	Enhance comprehension	Generally helpful	Limited relevance	Absent or confusing
Audience Awareness	Designed with audience in mind	Adequate clarity	Limited adaptation	No audience consideration

- Assess clarity and effectiveness rather than design.



RUBRIC 3 — Oral Delivery (Communication + Self-Efficacy)

Weight: 25%

Criteria	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
Professional Presence	Confident, polished, authoritative	Comfortable	Uneven	Unprepared
Organization of Speech	Smooth transitions	Logical progression	Some wandering	Disorganized
Vocal Delivery	Clear, controlled, engaging	Understandable	Inconsistent	Difficult to hear
Command of Material	Speaks with mastery	Mostly prepared	Relies heavily on notes	Reads slides
Time Management	Within assigned time	Slight deviation	Noticeable issue	Major disregard

RUBRIC 4 — Reflection (Self-Efficacy)

Weight: 15%

Prompt (Provide to Students):

Describe how you prepared for this presentation, challenges you encountered, and strategies you used to adapt. Explain what you would improve in future academic or professional presentations.

Criteria	4 – Exemplary	3 – Proficient	2 – Developing	1 – Beginning
Self-Assessment	Deep, insightful evaluation	Thoughtful reflection	Surface-level	Minimal effort
Awareness of Growth	Clearly identifies learning	Some awareness	Vague	None
Strategy Development	Articulates future improvement strategies	Some planning	Limited	Absent



Below are course-specific implementation guidelines for the General Education Signature Oral Presentation. The core assessment (rubric, competencies, benchmark) remains consistent across courses to preserve institutional validity. What changes is the disciplinary framing and emphasis.

Discipline-specific adaptations preserve course integrity while maintaining consistent measurement of General Education competencies. This protects assessment integrity while honoring course identity.

Courses:

COM 230	MAT13#
REL 130	REL ###
ENG 133	ENG 2##
ART/MUS	PER 22#
LCC 120	
FIN 150	
LCC 112	

Core Requirement (Applies to All Courses)

All courses using the Signature Oral Presentation must: *Require research-based argumentation (where appropriate to course level) *Include a reference slide (if research-based) *Use the institutional analytic rubric *Submit aggregated rubric scores for assessment reporting

COM 230: Public Communication

Primary Emphasis: Communication + Delivery Secondary Emphasis: Critical Inquiry

Recommended Approach: This course should function as the model implementation of the assignment.



Students should:

- *Develop either an informative or persuasive speech
- *Conduct formal research
- *Use audience analysis explicitly
- *Include structured introduction, body, and conclusion
- *Incorporate Q&A where possible

Suggested Enhancement:

Include peer evaluations to strengthen audience-awareness assessment.

Competency Weighting (Recommended Adjustment for This Course)

- *Communication: 45%
- *Critical Inquiry: 35%
- *Self-Efficacy: 20%

This course is delivery-centered. Let it reflect that.

REL 130: World Religions

Primary Emphasis: Critical Inquiry

Secondary Emphasis: Communication

Recommended Approach

Students should:

- *Present a comparative analysis of two traditions
- OR
- *Analyze a contemporary issue through a religious lens

Require:

- *Scholarly sources
- *Proper theological/academic framing
- *Nuanced interpretation (avoid oversimplification)



Important Note:

Assess ability to represent belief systems accurately and respectfully.

Competency Weighting Suggestion

*Critical Inquiry: 50%

*Communication: 30%

*Self-Efficacy: 20%

ENG 133: English Composition

Primary Emphasis: Research & Argumentation

Secondary Emphasis: Communication

Recommended Approach

This presentation should serve as an oral extension of a major research paper.

Students:

* Convert a written argument into an oral presentation

* Adapt tone for spoken delivery

* Maintain citation integrity

* Demonstrate thesis-driven organization

Important Distinction:

Do not allow slides to replace rhetorical clarity.

Weighting Suggestion

*Critical Inquiry: 50%

*Communication: 30%

*Self-Efficacy: 20%



LCC 120: First-Year Reading Seminar

Primary Emphasis: Foundational Critical Thinking
Since this is 1 credit, scale expectations appropriately.

Recommended Approach Students:

- * Present an analysis of a course reading
- * Identify central claim and supporting evidence
- * Demonstrate comprehension and interpretation

Research requirements may be minimal or optional.

Modification:

Shorten presentation length (5–6 minutes).

Weighting Suggestion

- *Critical Inquiry: 40%
- *Communication: 30%
- *Self-Efficacy: 30%

At this level, preparation behaviors matter.

FIN 150: Personal Financial Management

Primary Emphasis: Applied Problem-Solving
Recommended Approach

Students:

- *Present a personal financial plan
- OR
- *Analyze a financial decision scenario
 - *Evaluate consumer credit strategies

Require:

- *Quantitative support
- *Real-world application
- *Ethical considerations Slides should include charts or financial data where relevant.

Weighting Suggestion

- *Critical Inquiry: 45%
- *Communication: 30%
- *Self-Efficacy: 25%



LCC 112: First-Year Enrichment Seminar

Primary Emphasis: Self-Efficacy & Metacognition

Recommended Approach Students:

*Present a personal academic success plan

OR

*Analyze a growth mindset framework

OR

*Reflect on learning strategies

Research may include:

*Academic success literature

*Cognitive science principles

Include required reflection component.

Weighting Suggestion

*Self-Efficacy: 40%

*Critical Inquiry: 30%

*Communication: 30%

This course can serve as a benchmark for developmental growth.

Institutional Consistency Safeguard

To maintain assessment validity:

- 1.The same core rubric language must be used.
- 2.Faculty may adjust weighting by discipline.
- 3.Scores must still map back to the three Gen Ed competencies.
- 4.A references slide is required when research is included.
- 5.Faculty should report percentage scoring Proficient or above.

