

Summary Report: External Evaluation of UH-West Oahu Student Oral Presentations
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The external evaluation of student oral presentations took place on March 6 – 7, 2004. This evaluation reviewed student presentations completed in fall 2003. Specific classes that required final oral presentations were identified by mid-fall and faculty were approached to participate. Presentations were videotaped in late November and early December and resulted in 40 useable videos from 3 divisions. Students were asked to sign consent forms (see **Appendix A**) to authorize the viewing of their presentations by external evaluators. Nine students did not give their consent and this reduced the total number of viewable presentations to 31. The breakdown of presentations (by division) viewed by the external evaluators is provided below:

| | |
|---|-----------|
| Humanities (HUM 486): | 11 |
| Professional Studies (BUSA 300 & BUSA 486/490): | 15 |
| <u>Social Sciences (SSCI 486P):</u> | <u>5</u> |
| Total: | 31 |

An evaluation instrument (see **Appendix B**) was created that consisted of 15 items in 3 broad areas: *content*, *format*, and *presentation style*. A 5-point Likert scale was utilized where 1 = Poor and 5 = Excellent. Evaluators were also asked to rate the quality of the overall presentation. After each presentation was viewed, the evaluators were given time to complete the evaluation forms independently. Three professionals from different occupational fields (education, speech, and human resource management) were invited to participate as external evaluators. A list of the evaluators is provided in **Appendix C**. After the last presentation was viewed, the evaluators participated in a debriefing session to obtain their general feedback and any suggestions for improvement.

Summary of Results:

Table 1 and Figure 1 display the means and standard deviations of all the items. The means ranged from 3.84 to 4.53. The average distribution of ratings across the three broad categories showed lower ratings in the *Format* category and higher ratings in the *Presentation Style* category. The average for *Format* was 4.01 while *Content* was 4.31 and *Presentation Style* was 4.11. The 3 highest and 3 lowest rated items are presented below. Although there were items that were rated lower, none of the means were unsatisfactory or below 3.00:

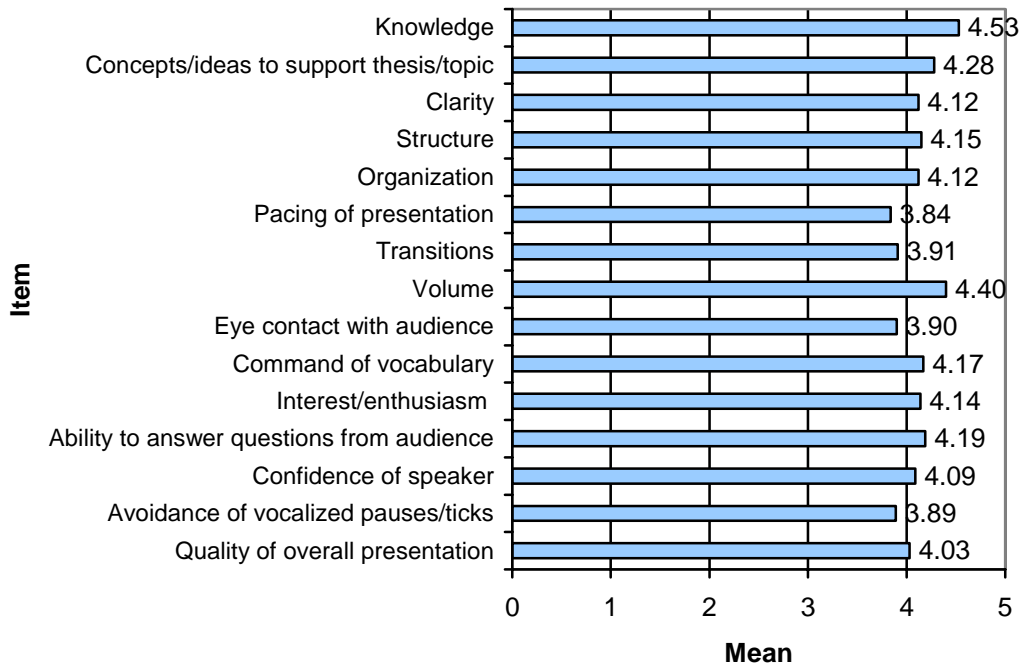
| | |
|---|------|
| <u>Highest rated items:</u> | |
| Knowledge of topic | 4.53 |
| Volume of speaker | 4.40 |
| Use of concepts/ideas to support thesis/topic | 4.28 |
| <u>Lowest rated items:</u> | |
| Pacing of presentation | 3.84 |
| Avoidance of vocalized pauses/ticks | 3.89 |
| Establishment of eye contact with audience | 3.90 |

Table 1: Means and Standard Deviations (All Items)

| Item | Mean* | SD |
|--|-------------|------------|
| Content | | |
| 1. Knowledge of topic | 4.53 | .70 |
| 2. Use of concepts/ideas to support thesis/topic | 4.28 | .79 |
| 3. Clarity of presentation | 4.12 | .94 |
| Format | | |
| 4. Structure with an introduction, body, conclusion | 4.15 | .84 |
| 5. Organization and development of presentation | 4.12 | .91 |
| 6. Pacing of presentation | 3.84 | 1.03 |
| 7. Use of transitions | 3.91 | .92 |
| Presentation Style | | |
| 8. Volume of speaker | 4.40 | .59 |
| 9. Establishment of eye contact with audience | 3.90 | 1.10 |
| 10. Command of vocabulary to explain concepts | 4.17 | .93 |
| 11. Interest/enthusiasm displayed toward topic | 4.14 | .95 |
| 12. Ability to answer questions from audience | 4.19 | .91 |
| 13. Confidence of speaker | 4.09 | 1.05 |
| 14. Avoidance of vocalized pauses/ticks (ah, um, uh, you know) | 3.89 | .96 |
| 15. Quality of overall presentation | 4.03 | .96 |

*scale: 1=poor; 2=unsatisfactory; 3=satisfactory; 4=good; 5=excellent

Figure 1: Overall Means for All Items
(scale: 1=poor; 2=unsatisfactory; 3=satisfactory; 4=good; 5=excellent)



Upon closer examination of the rating distribution, Table 2 reveals that a majority of the ratings were satisfactory to excellent on all the items. For the *content* category, 93.5 percent to 100.0 percent of the ratings on these items were satisfactory or higher. For the *format* category, satisfactory ratings on the items ranged from 90.2 percent to 96.7 percent. For the *presentation style* category, 87.1 percent to 100.0 percent of the item ratings were satisfactory or higher. Approximately 94 percent of the responses were satisfactory or higher when evaluators rated the overall quality of the presentation. Establishment of eye contact with the audience was rated unsatisfactory or lower in 12.9 percent of the responses and 9.7 percent of the responses for confidence of the speaker. Table 3 displays the frequency and percentage distribution of the responses for all the items on the 1 – 5 scale.

Table 2: Satisfactory/Unsatisfactory Distribution of Responses (All Items)*

| Item | Unsatisfactory – Poor | Satisfactory – Excellent |
|---|-----------------------|--------------------------|
| | ≤ 2 N (%) | ≥ 3 N (%) |
| Content | | |
| 1. Knowledge of topic | 0 (0.0) | 93 (100.0) |
| 2. Use of concepts/ideas to support thesis/topic | 1 (1.1) | 91 (98.9) |
| 3. Clarity of presentation | 6 (6.5) | 87 (93.5) |
| Format | | |
| 4. Structure with an introduction, body, conclusion | 3 (3.3) | 89 (96.7) |
| 5. Organization and development of presentation | 4 (4.3) | 88 (95.7) |
| 6. Pacing of presentation | 9 (9.8) | 83 (90.2) |
| 7. Use of transitions | 7 (7.5) | 86 (92.5) |
| Presentation Style | | |
| 8. Volume of speaker | 0 (0.0) | 93 (100.0) |
| 9. Establishment of eye contact with audience | 12 (12.9) | 81 (87.1) |
| 10. Command of vocabulary to explain concepts | 3 (3.2) | 90 (96.8) |
| 11. Interest/enthusiasm displayed toward topic | 4 (4.3) | 89 (95.7) |
| 12. Ability to answer questions from audience | 2 (4.7) | 41 (95.3) |
| 13. Confidence of speaker | 9 (9.7) | 84 (90.3) |
| 14. Avoidance of vocalized pauses/ticks (ah, um, uh, you know) | 8 (8.6) | 85 (91.4) |
| 15. Quality of overall presentation | 6 (6.5) | 87 (93.5) |

*scale: 1=poor; 2=unsatisfactory; 3=satisfactory; 4=good; 5=excellent

Table 3: Frequency Distribution of Responses (All Items)*

| Item | Poor N (%) | Unsatisfactory N (%) | Satisfactory N (%) | Good N (%) | Excellent N (%) |
|--|---------------------------|-------------------------------------|-----------------------------------|---------------------------|--------------------------------|
| Content | | | | | |
| 1. Knowledge of topic | 0 (0.0) | 0 (0.0) | 11 (11.8) | 22 (23.7) | 60 (64.5) |
| 2. Use of concepts/ideas to support thesis/topic | 0 (0.0) | 1 (1.1) | 16 (17.4) | 31 (33.7) | 44 (47.8) |
| 3. Clarity of presentation | 1 (1.1) | 5 (5.4) | 15 (16.1) | 33 (35.5) | 39 (41.9) |
| Format | | | | | |
| 4. Structure with an introduction, body, conclusion | 0 (0.0) | 3 (3.3) | 17 (18.5) | 35 (38.0) | 37 (40.2) |
| 5. Organization and development of presentation | 2 (2.2) | 2 (2.2) | 15 (16.3) | 37 (40.2) | 36 (39.1) |
| 6. Pacing of presentation | 2 (2.2) | 7 (7.6) | 24 (26.1) | 30 (32.6) | 29 (31.5) |
| 7. Use of transitions | 0 (0.0) | 7 (7.5) | 22 (23.7) | 36 (38.7) | 28 (30.1) |
| Presentation Style | | | | | |
| 8. Volume of speaker | 0 (0.0) | 0 (0.0) | 5 (5.4) | 46 (49.5) | 42 (45.2) |
| 9. Establishment of eye contact with audience | 2 (2.2) | 10 (10.8) | 19 (20.4) | 26 (28.0) | 36 (38.7) |
| 10. Command of vocabulary to explain concepts | 2 (2.2) | 1 (1.1) | 18 (19.4) | 30 (32.3) | 42 (45.2) |
| 11. Interest/enthusiasm displayed toward topic | 1 (1.1) | 3 (3.2) | 21 (22.6) | 25 (26.9) | 43 (46.2) |
| 12. Ability to answer questions from audience | 0 (0.0) | 2 (4.7) | 8 (18.6) | 13 (30.2) | 20 (46.5) |
| 13. Confidence of speaker | 1 (1.1) | 8 (8.6) | 17 (18.3) | 23 (24.7) | 44 (47.3) |
| 14. Avoidance of vocalized pauses/ticks (ah, um, uh, you know) | 1 (1.1) | 7 (7.5) | 21 (22.6) | 36 (38.7) | 28 (30.1) |
| 15. Quality of overall presentation | 1 (1.1) | 5 (5.4) | 20 (21.5) | 31 (33.3) | 36 (38.7) |

*scale: 1=poor; 2=unsatisfactory; 3=satisfactory; 4=good; 5=excellent

Table 4 displays the means and standard deviations of each item by division. The Humanities had a sample of 11 presentations, Professional Studies had a sample of 15 presentations, and Social Sciences had a sample of 5. The Humanities and Social Sciences divisions were represented by students who were completing their senior capstone courses (HUM 486 and SSCI 486P), while Professional Studies were represented by students from both an entry level class (BUSA 300) and the senior capstone classes (BUSA 486/490). Thus, the samples drew from students with different experiences.

The social sciences presentations were rated higher on all the items when compared to the other divisions—the means ranged from 4.20 to 4.87. The highest and lowest rated items by division are listed below. The highest rated items that were consistent across divisions were knowledge of topic and volume of speaker. Use of concepts and ideas to support thesis/topic was one of the

highest rated items for two divisions, Professional Studies and Social Sciences. Pacing of presentation was consistent across all divisions as one of the *lowest* rated items. Establishment of eye contact was also one of the lowest rated items for two divisions, professional studies and social sciences.

Humanities:

Highest rated items

| | |
|--|------|
| Knowledge of topic | 4.52 |
| Volume of speaker | 4.36 |
| Interest/enthusiasm displayed toward topic | 4.33 |

Lowest rated items

| | |
|--|------|
| Pacing of presentation | 3.85 |
| Use of transitions | 3.91 |
| Structure with an introduction, body, conclusion | 3.97 |
| Avoidance of vocalized pauses/ticks | 3.97 |

Professional Studies:

Highest rated items:

| | |
|--|------|
| Knowledge of topic | 4.42 |
| Volume of speaker | 4.33 |
| Concepts/ideas to support thesis/topic | 4.18 |

Lowest rated items:

| | |
|--|------|
| Establishment of eye contact with audience | 3.64 |
| Avoidance of vocalized pauses/ticks | 3.64 |
| Pacing of presentation | 3.66 |

Social Sciences:

Highest rated items:

| | |
|--|------|
| Knowledge of topic | 4.87 |
| Volume of speaker | 4.67 |
| Organization and development of presentation | 4.67 |
| Structure with an introduction, body, conclusion | 4.67 |
| Concepts/ideas to support thesis/topic | 4.67 |

Lowest rated items:

| | |
|--|------|
| Interest/enthusiasm displayed toward topic | 4.20 |
| Pacing of presentation | 4.33 |
| Establishment of eye contact with audience | 4.33 |

Table 4: Means and Standard Deviations for All Items, Disaggregated by Division*

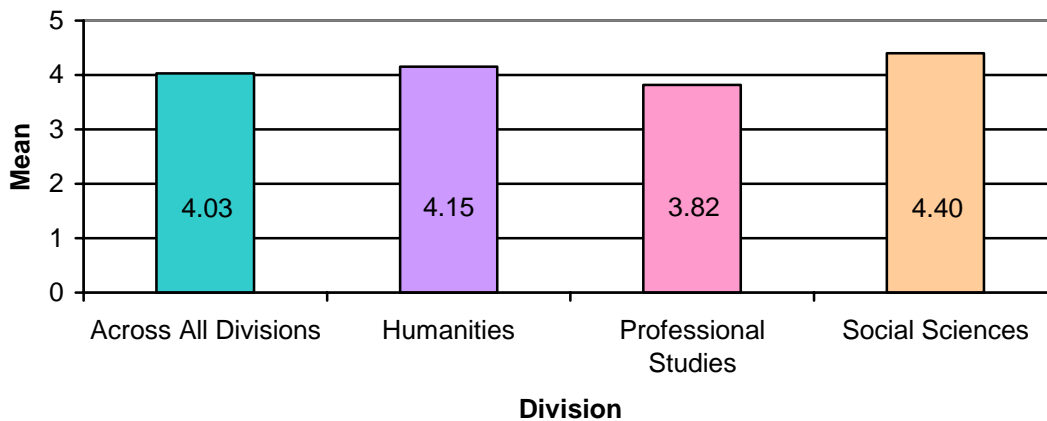
| Item | Humanities | | Professional Studies | | Social Sciences | |
|--|-------------|------------|----------------------|-------------|-----------------|------------|
| | Mean | SD | Mean | SD | Mean | SD |
| Content | | | | | | |
| 1. Knowledge of topic | 4.52 | .62 | 4.42 | .78 | 4.87 | .52 |
| 2. Use of concepts/ideas to support thesis/topic | 4.25 | .72 | 4.18 | .86 | 4.67 | .62 |
| 3. Clarity of presentation | 4.15 | .83 | 3.93 | 1.03 | 4.60 | .74 |
| Format | | | | | | |
| 4. Structure with an introduction, body, conclusion | 3.97 | .77 | 4.11 | .90 | 4.67 | .62 |
| 5. Organization and development of presentation | 4.03 | .88 | 4.00 | .94 | 4.67 | .72 |
| 6. Pacing of presentation | 3.85 | .94 | 3.66 | 1.10 | 4.33 | .90 |
| 7. Use of transitions | 3.91 | .98 | 3.73 | .86 | 4.47 | .74 |
| Presentation Style | | | | | | |
| 8. Volume of speaker | 4.36 | .55 | 4.33 | .64 | 4.67 | .49 |
| 9. Establishment of eye contact with audience | 4.06 | .93 | 3.64 | 1.21 | 4.33 | .98 |
| 10. Command of vocabulary to explain concepts | 4.30 | .73 | 3.93 | 1.07 | 4.60 | .63 |
| 11. Interest/enthusiasm displayed toward topic | 4.33 | .92 | 3.98 | .99 | 4.20 | .86 |
| 12. Ability to answer questions from audience | 4.10 | .74 | 4.16 | .99 | 4.38 | .92 |
| 13. Confidence of speaker | 4.30 | 1.02 | 3.80 | 1.08 | 4.47 | .83 |
| 14. Avoidance of vocalized pauses/ticks (ah, um, uh, you know) | 3.97 | .85 | 3.64 | 1.05 | 4.47 | .64 |
| 15. Quality of overall presentation | 4.15 | .83 | 3.82 | 1.05 | 4.40 | .83 |

*scale: 1=poor; 2=unsatisfactory; 3=satisfactory; 4=good; 5=excellent

The quality of the overall presentation (means) by divisions is illustrated in Figure 2. The average across divisions is 4.03 and both Humanities and Social Sciences scored above the average (4.15 and 4.40, respectively) while Professional Studies scored slightly below (3.82).

Figure 2: Quality of Overall Presentation by Division

(scale: 1=poor; 2=unsatisfactory; 3=satisfactory; 4=good; 5=excellent)



Characteristics of the Strongest Presentations

The strongest presentations were defined as those presentations that received a rating of “5” (excellent) on item 15: Quality of Overall Presentation. Of the 31 presentations viewed by 3 evaluators, 36 ratings (38.7 percent) were “5.” Of the 36, there were 18 different presentations that were deemed excellent. Of the 18, 5 were rated consistently across 3 evaluators and 8 were rated consistently across 2 evaluators.

The written comments provided by the evaluators on these presentations include:

- Vivacious, good vocabulary,*
- Gave handouts, expressive body language (smiled), looked at audience,*
- Great command and sense of historical events and facts.*
- Got good audience reaction based on questions that were cogent—good topic for his audience.*
- I learned something from the presentation—he got the audience interested and resulted in questions.*
- Very knowledgeable of topic—told a good story.*
- Poised, good delivery and command of the topic.*
- Articulate, enthusiastic, conveyed interest and determination to improve (topic).*
- Allowed personality to show when answering questions—good,*
- Projected confidence, professionalism, related well with audience. Brave in starting presentation with a question!*
- Great presentation—poised, articulate*
- Professionalism confirms credibility*
- Great response to question—brought out personal experience and beliefs; thorough and with commitment! Professional appearance!*
- This was one of the best—she was organized.*
- Synthesized her research very well. Great presentation. Limited use of powerpoint. Good ideas to use note cards. Poised and in control of her subject.*

Characteristics of the Weakest Presentations

The weakest presentations were defined as those presentations which received a rating of “1” (poor) or “2” (unsatisfactory) on item 15: Quality of Overall Presentation. Of the 31 presentations viewed by 3 evaluators, 6 (6.5 percent) presentations fell into these categories (see Table 3). One presentation had a rating of “1” while 4 presentations had a rating of “2” (two evaluators rated the same presentation a “2”).

The written comments provided by the evaluators on these presentations include:

- No connection with the audience*
- Reading from the screen*
- Speaker controlled by visuals*
- Visuals were an integral part of the presentation.*

Discussion and Recommendations

A debriefing session with the three external evaluators was conducted and facilitated by Dr. Ernie Oshiro after the last video was viewed. A list of the debriefing questions is provided in **Appendix D**. Since the presentation topics and formats varied within and across divisions, several questions were raised by the evaluators:

1. Do students receive feedback from instructors on their presentation? Peers?
2. Are students given the opportunity to do a self-reflection of their performance?
3. Were students told how their presentations were to be evaluated in class? If so, what were the criteria?
4. What were the instructor expectations for this oral communication exercise?
5. Were presentations based on final papers written for class?
6. Was there a time limitation for each of the presentations?
7. What was the purpose of the presentations for each class?

The evaluators felt that the quality of the oral presentations at UH-West Oahu was good overall. Students were sincere about the work and wanted to make a good impression. Students were prepared and the content of the presentations was also good overall. The time element, however, was not emphasized in some of the classes as the length of the presentations was longer for some than others. It was clear to the evaluators that each of the classes was being evaluated using different criteria as the presentations varied greatly. For example, the most structure was found in the research projects in psychology. The evaluators felt that the presentations should be a condensed version of the study/paper and students should be more selective of the information they choose to present.

One evaluator noticed that several students had problems with subject-verb agreements. All three evaluators thought that more eye contact should be established by the speaker with the audience instead of focusing one's attention on the visual aids (powerpoint presentation, overhead transparencies).

When asked to reflect on the external evaluation process, the evaluators found the task enjoyable. The environment was appropriate—it was noise free with no distractions. They thought the process was credible and valid. When asked about the evaluation instrument, they suggested these changes:

1. Adding items on poise/composure, appropriate attire/appearance, intonation of speaker.
2. Item #6 (Pacing of presentation) should be moved from the format category to the presentation style category.
3. Item #8 (Volume of speaker) may not be applicable to this activity—speakers wore a microphone and the volume of the videotapes was externally controlled.
4. Provide opportunity for evaluators to notate strengths and weaknesses of each presentation.

When the evaluators were asked to review the Institutional Learning Objectives for Oral Communication, they found that of the 5 objectives, only 3 directly pertained to this public speaking activity:

- Objective 1: Demonstrate command of vocabulary and language appropriate to the content and audience of the students' academic fields.
- Objective 2: Give presentations that recognize and respect the diversity of communication styles across ethnic groups, cultures, and social roles.
- Objective 4: Demonstrate knowledge and application of listening skills.

Recommendations:

Based on the feedback from the external evaluators, the following recommendations are being proposed:

1. Highly recommend to students that they watch their presentations and critically review their performance—citing strengths, weaknesses, and suggestions for improvement. Extra credit points could be given for this.
2. Distribute the external evaluation criteria to the students *before* their presentation, so students are aware of how they are to be evaluated.
3. Make the characteristics of the strongest/weakest presentations available for students to review.
4. Hire a part-time student tutor to assist students in improving their public speaking and oral communication skills, to relieve faculty of this task.
5. Review the Oral Communication Learning Objectives for alignment with UH-West Oahu courses and curriculum coherency.
6. Make copies of tapes to give to students. Use as an incentive to get more participation.
7. Enforce time limitations on oral presentations.

APPENDIX A

Consent form for Reviewing the presentation tape by outside evaluators

The tape of individual student presentations will be used only for external evaluation purposes. External evaluators (external to the UH-West Oahu campus) will be reviewing a random selection of these tapes to evaluate the Oral Communication skills of the UH-West Oahu students.

This review is a part of the UH-West Oahu's commitment to improve its academic program. **This external review will not have any effect on your grade for this course.** Furthermore, this tape will be kept **confidential** and will not be made available to anyone other than the student, the instructor of the class, and the external reviewers.

In order for us to do the review, we need your consent to have the external evaluators review your taped presentation. Please help us with your consent.

Thank you.

Ernest Oshiro
Director of Assessment – UH-West Oahu

I give my consent for external evaluators to review my tape. ____ Yes ____ No

Name: _____

Date: _____

Signature: _____

APPENDIX B
Oral Presentation Evaluation Form

Student ID code: _____

Specialization: _____

External Evaluator: _____

1=Poor; 2=Unsatisfactory; 3=Satisfactory; 4=Good; 5=Excellent

Content

| | | | | | | |
|----|---|---|---|---|---|---|
| 1. | Knowledge of topic | 1 | 2 | 3 | 4 | 5 |
| 2. | Use of concepts/ideas to support thesis/topic | 1 | 2 | 3 | 4 | 5 |
| 3. | Clarity of presentation | 1 | 2 | 3 | 4 | 5 |

Format

| | | | | | | |
|----|--|---|---|---|---|---|
| 4. | Structure with an introduction, body, conclusion | 1 | 2 | 3 | 4 | 5 |
| 5. | Organization and development of presentation | 1 | 2 | 3 | 4 | 5 |
| 6. | Pacing of presentation | 1 | 2 | 3 | 4 | 5 |
| 7. | Use of transitions | 1 | 2 | 3 | 4 | 5 |

Presentation Style

| | | | | | | |
|------------|---|----------|----------|----------|----------|----------|
| 8. | Volume of speaker | 1 | 2 | 3 | 4 | 5 |
| 9. | Establishment of eye contact with audience | 1 | 2 | 3 | 4 | 5 |
| 10. | Command of vocabulary to explain concepts | 1 | 2 | 3 | 4 | 5 |
| 11. | Interest/Enthusiasm displayed toward topic | 1 | 2 | 3 | 4 | 5 |
| 12. | Ability to answer questions from audience | 1 | 2 | 3 | 4 | 5 N/A |
| 13. | Confidence of speaker | 1 | 2 | 3 | 4 | 5 |
| 14. | Avoidance of vocalized pauses/ticks ("ah," "um," "uh," "you know") | 1 | 2 | 3 | 4 | 5 |
| 15. | Quality of Overall Presentation | 1 | 2 | 3 | 4 | 5 |

Comments:

APPENDIX C

List of External Evaluators

1. Doug Kaya
Professor of Speech
Leeward Community College
2. Pat Pedersen
Principal
Waipahu High School
3. Denicia Trinidad
Director of Human Resources
Hawaii Prince Hotel

APPENDIX D

Debriefing questions for external evaluators:

1. What are your general impressions of the quality of the oral presentations at UH-West Oahu?
2. Overall, what were some of the strengths of the presentations? What were some of the weaknesses?
3. Did you notice any differences in the quality of the presentations by fields? If so, please elaborate on these differences.
4. What are your impressions of the speaking skills of the presenters?
5. Do you have any suggestions on how to improve speaking/presentation skills?
6. Or ways to improve critical thinking skills of students (quantitative/qualitative, reasoning or analytical reasoning)?

7. Feedback on the evaluation instrument:
 - a. What did you think about the criteria used for evaluating the presentations?

 - b. Were some of the items vague or unclear?

 - c. Do you have any recommendations for improving the instrument?

8. What are your impressions of the external evaluation process?

9. The institutional learning objectives represent the various skills that all UH-West Oahu students should master by the time they graduate.
 - a. How do you feel about these objectives?

 - b. In your opinion, are these skills important and relevant to the competitive job market? What objectives should be added or deleted?

 - c. Are the oral communication institutional learning objectives applicable to the presentations you viewed today and yesterday?