



## 2015-2016 Assessment of Undergraduate Oral Communication Competency

### Executive Summary

The State Council of Higher Education for Virginia (SCHEV) requires that all institutions of higher education assess undergraduate core competencies. Each year, the University assesses one of six designated competencies. The 2015-2016 assessment focused on oral communication.

The Office of Institutional Assessment and Studies (IAS) coordinated the 2015-2016 assessment of undergraduate competency in oral communication. A faculty committee composed of representatives of six undergraduate schools and the University Library provided guidance for the process, from establishment of the learning outcomes and standards for the assessment, to approval of the rubric, to determination of findings and recommendations.

In spring 2016, 184 fourth-year students prepared and delivered brief extemporaneous presentations on topics of their choice. They recorded their presentations in the One Button Studio in the University Library's Digital Media Lab. All schools except the School of Continuing and Professional Studies were represented.

All student presentations were assessed using the same rubric—the AAC&U [VALUE Rubric for Oral Communication](#) (Appendix A). Total scores could range from 5 to 20, with scores for each of the five outcomes ranging from 1 (not competent) to 4 (highly proficient).

Presentation ratings met or exceeded each of the committee's expectations: 1) 18% of presentations were rated highly proficient, compared to a target of 10%; 2) 70% of presentations were rated competent or better, exactly meeting the target; and 3) 99% of presentations were rated minimally competent or better, exceeding the target of 90%.

The 2015-2016 assessment improved upon the 2005-2006 assessment by capturing extemporaneous speaking, utilizing efficient and feasible technology, and using a simpler rubric. Other aspects of the assessment design, such as the lack of a clearly defined audience and the range of students' presentation topics, made scoring challenging. In the next assessment of oral communication, the committee recommends evaluating a larger sample of students, narrowing the assignment with a smaller selection of academically-focused prompts, and providing more opportunities for raters to norm on expectations for student competency in speaking.

## Process

### **Background**

The University last assessed undergraduate oral communication competency for SCHEV in 2005-2006. IAS video-taped 352 student presentations in upper-level courses, and evaluators scored them using a ten-item rubric. Most presentations were categorized as “formal public recitation”—talks read from papers, notes, or other text with little audience engagement. Although the majority of students were at least minimally competent in this basic form of public speaking, they fell short of the committee’s expectations for competency, and only 3% were rated highly proficient. The committee concluded that too few opportunities existed at the University for students to learn or engage in formal or extemporaneous public speaking.

The 2015-2016 assessment sought to improve on the previous assessment by:

1. Focusing on a form of speech more commonly practiced than formal presentation, that is, lightly prepared, extemporaneous talks such as those students may share in seminar discussions or committee meetings, and
2. Recording students’ presentations using more feasible, effective, and efficient technology.

In both regards, this assessment explored new approaches to assessing students’ ability to express themselves orally. For the purpose of this assessment, the Undergraduate Oral Communication Competency Committee defined oral communication as “a lightly prepared, purposeful 3-5 minute presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.” The committee created a five-item rubric to assess the presentations by modifying an existing rubric.

### **Summary of Methodology**

A representative sample of fourth-year students was invited to Clemons Library to participate in the assessment. Students were not told in advance that the assessment focused on oral communication. Upon arrival, they received a menu of prompts aimed at encouraging authentic and engaging speaking. Students were each given approximately 20 minutes to choose a topic, read suggestions for organizing a talk, and prepare a 3-5 minute presentation. Finally, they video-recorded themselves delivering their presentations in a recording room. Faculty and graduate students later met to score the presentations using the five-item rubric.

### **Detailed Methodology**

Over a two-week period (March 21-April 1), the Digital Media Lab in Clemons Library hosted 50 assessment sessions. The Library set aside spaces for students to prepare notes and a “One Button Studio” where students recorded their presentations.

A representative sample of 2000 fourth-year students was invited via email to participate in the assessment. The invitation stated that students would be asked to “compose and record [their] thoughts on a topic of [their] choosing.” To reduce the chance of self-selection, the invitation did not specify that students would give an oral presentation. As an incentive to participate, students were offered \$20 gift cards to Amazon.com (Appendix C).

244 students pre-registered for sessions on the assessment's Collab site. 189 students attended their sessions; the remaining students either cancelled in advance or did not show. Of the 189, two decided not to participate.

At the beginning of each 50-minute session, a proctor explained the assessment, demonstrated how to record using the One Button Studio, distributed instructions, and answered questions. Each student received instructions with prompts and guidelines for presenting (Appendix D), a notepad, 2 index cards, a pen, an ID number, and a USB flash drive for recording. Students had approximately 20 minutes to prepare notes before recording their presentations.

Students recorded their presentations individually in the One Button Studio room. They sat at a small table facing a video camera and a poster of an engaged audience. The windows in the room were covered to limit distractions. A small timer visible on a computer monitor enabled students to keep track of time (they were also permitted to use timers on cell phones or watches). Students held up ID numbers at the beginning of their presentations rather than introducing themselves by name. They were allowed to bring notes into the recording room but were advised against reading directly from them.

In total, 184 students recorded presentations. Three presentations were not recorded (two did not save to the USB flash drive, and one student ran out of time and departed).

After recording their presentations, students completed a six-question post-test survey. The survey asked students to rate the amount of effort they put into the activity, how easy or difficult they thought it was, and their prior experience giving presentations and contributing to class discussions (Appendix E).

### Scoring

Each presentation was scored by two raters using a rubric adapted from AAC&U's VALUE Rubric for Oral Communication (Appendix B). When raters' scores differed substantially, a third rating was sought.

Raters participated in a norming exercise before scoring to ensure consensus on the rubric standards. To maintain confidentiality, they were asked to score presentations given by students whom they did not know.

Raters assessed presentations according to five learning outcomes, each on a scale from 1 (not competent) to 4 (highly proficient). They were allowed to assign half scores (e.g., 2.5, 3.5). The maximum achievable total score was 20. The five learning outcomes were:

1. A precisely stated, memorable, and strongly supported central message
2. Clear organization—grouping and sequencing of ideas and supporting material
3. Language—vocabulary, terminology, and sentence structure—that enhances the effectiveness of the presentation
4. Polished and confident delivery
5. Supporting materials—e.g., ideas, explanations, examples that support the principal ideas of the presentation

Additionally, two outcomes were added to the rubric to capture raters' holistic, subjective responses. These outcomes were analyzed separately and were not included in total score calculations:

1. Topic selection—to what extent the speaker's topic was engaging, memorable, and compelling

2. Overall impression—the overall impact of the speaker’s topic, structure, delivery, and level of poise

Finally, raters were encouraged to record notes about the strengths and weaknesses of the presentations.

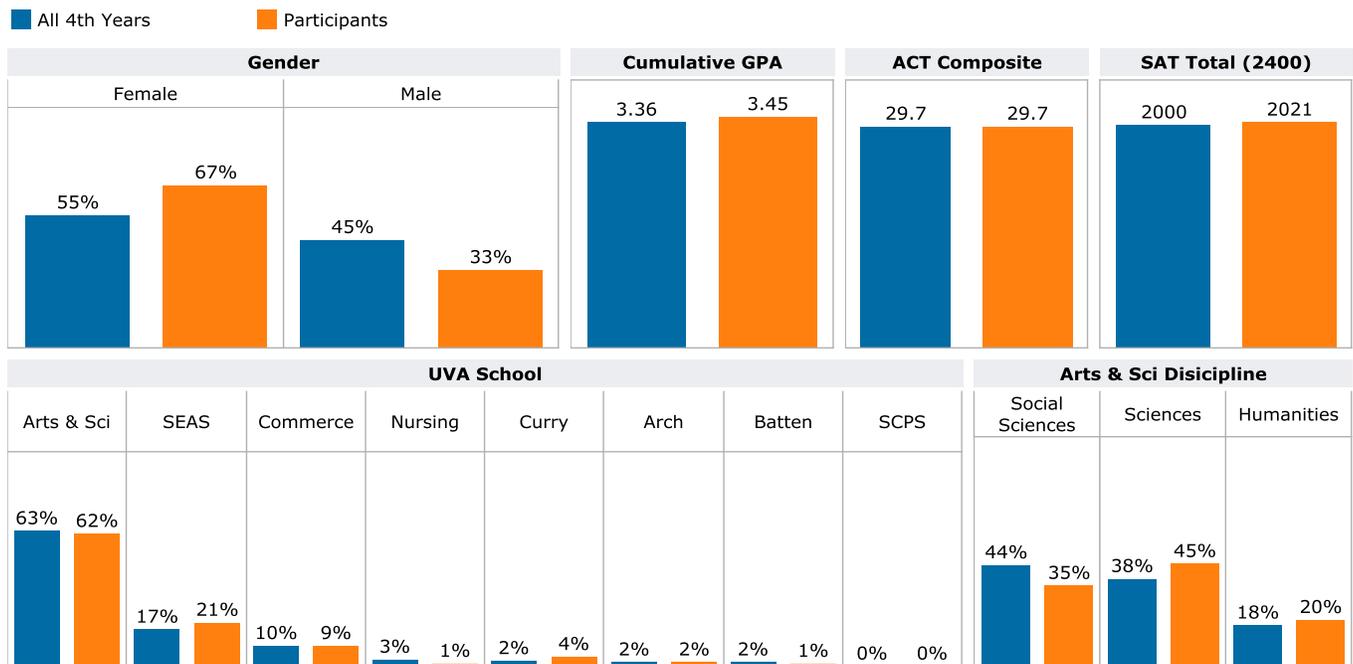
**Results**

**Participant Demographics**

Female students were over-represented in the assessment (67% of participants were female vs. 55% of the fourth-year population). The average cumulative GPA, ACT, and SAT scores of participants were equal to or slightly higher than those of the overall population.

All schools except SCPS were represented. The distribution of participants by school aligned with the distribution of all fourth-years. Within Arts and Sciences, Science and Humanities majors were slightly over-represented and Social Science majors were under-represented (Figure 1)

Figure 1: Fourth-Year Demographics vs. Participant Demographics



**Inter-rater Reliability**

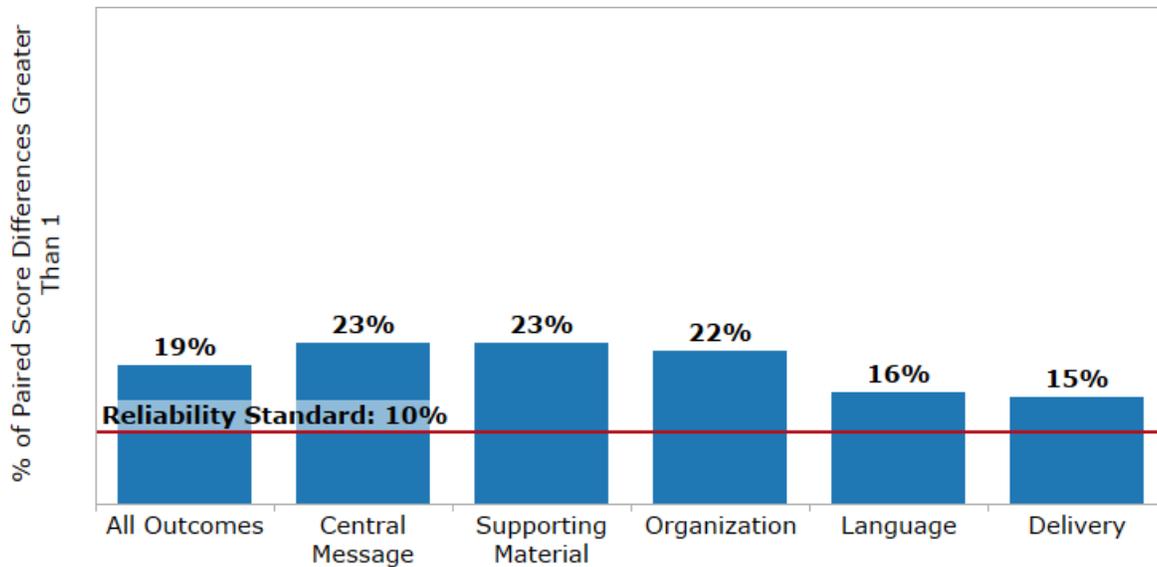
Inter-rater reliability, as measured by the intra-class correlation coefficient (ICC), was .42, indicating that raters did not often mark each individual presentation with the exact same score for each learning outcome. In cases when a third rater was sought, reliability was lower (ICC = .25). Reliability varied slightly by outcome, with some outcomes being rated more consistently than others (Table 1).

Table 1: Inter-Rater Reliability

	All Presentations (first 2 ratings only) <i>n</i> = 184	Presentations Scored by 3 Raters (3 ratings) <i>n</i> = 52
Central Message	0.39	0.04
Organization	0.40	0.25
Language	0.43	0.34
Delivery	0.52	0.59
Supporting Material	0.37	0.05

Inter-rater reliability was also analyzed by calculating raw percentage agreement within one point. Overall, 19% of paired scores differed by more than one point, which exceeds the typical standard (10%). Reliability varied slightly by outcome: paired scores differed by more than one point most often for Central Message and Supporting Material (23%) and least often for Delivery and Language (15-16%) (Figure 2).

Figure 2: Inter-Rater Reliability by Rubric Outcome



Low reliability could be attributed to aspects of the assessment design that made scoring challenging (in particular, the lack of a clearly defined “audience”), raters’ different subjective reactions to the presentations, whether or not raters had participated in committee discussions prior to scoring, raters’ professional expertise in assessing oral communication, and the number of norming sessions raters attended.

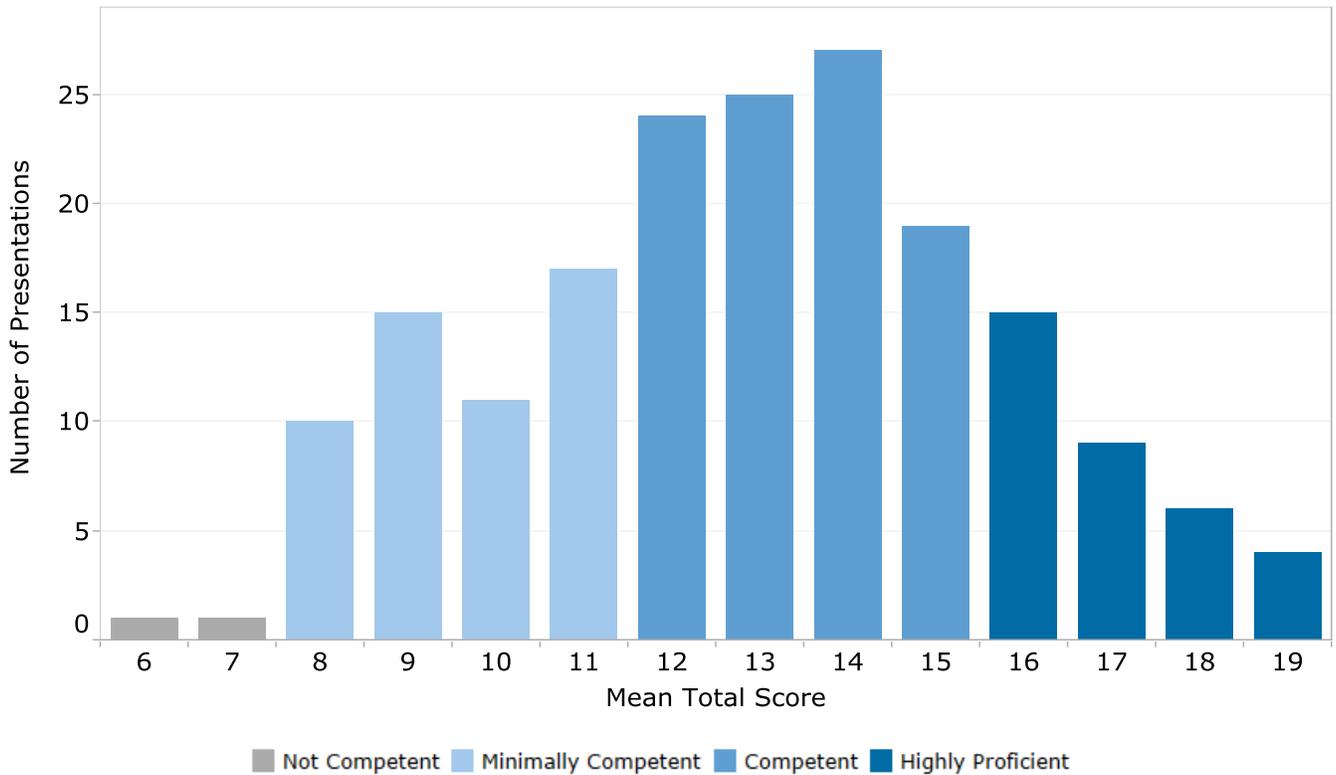
**Total Scores**

Mean total scores were calculated by summing ratings across outcomes for each of the presentations’ raters and then averaging the raters’ scores. Mean total scores ranged from a low of 6.8 (34% of possible points) to a high of

19.8 (99% of possible points). The median was 13.5 and the mode was 14.5. The mean total score was 13.3 (SD=2.8) out of a possible 20 points. On average, students earned 67% of possible points.

The mean total scores approximate a normal distribution (Figure 3).

Figure 3: Distribution of Mean Total Scores



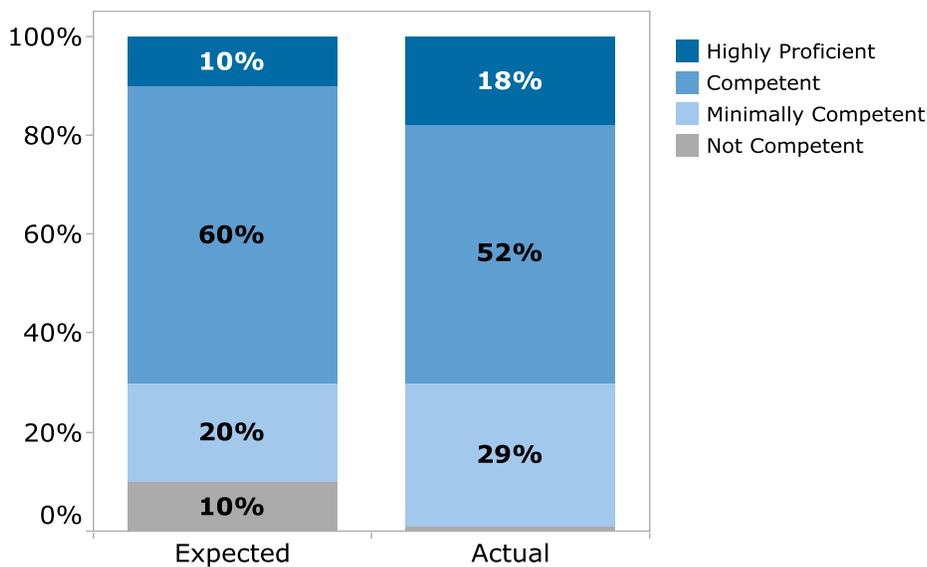
**Total Scores by Expectation**

The Undergraduate Oral Communication Competency Assessment Committee had set overall expectations for oral communication competency as follows:

- 10% highly proficient (Total score=16-20)<sup>1</sup>;
- 60% competent (Total score=12-15.5);
- 20% minimally competent (Total score=8-11.5);
- No more than 10% not competent (Total score 7.5 or less).

Across all presentations, more were rated highly proficient than expected (18% vs. 10%), fewer were rated competent than expected (52% vs. 60%), and more were rated minimally competent than expected (29% vs. 20%) (Figure 4).

Figure 4: Expected vs. Actual Performance



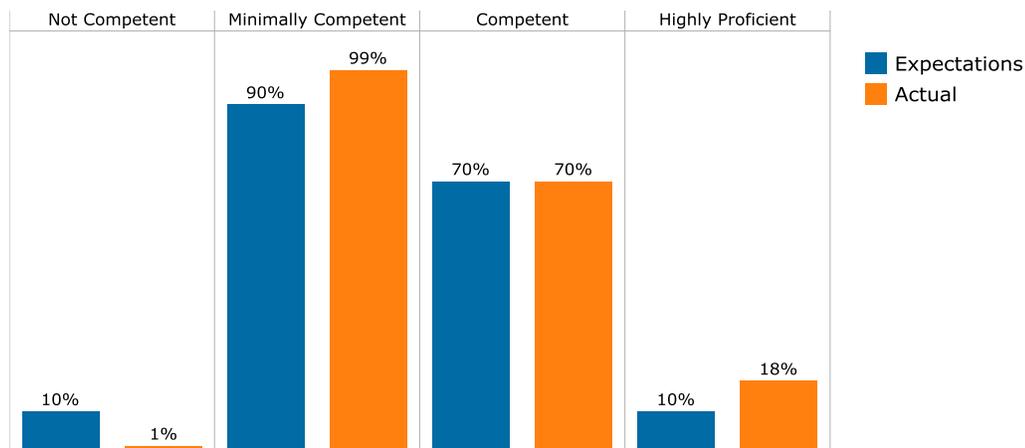
As another way to state these expectations, among the presentations assessed:

- 10% should be rated highly proficient.
- 70% should be rated at least competent.
- 90% should be rated at least minimally competent.
- No more than 10% should be rated not competent.

Overall, the presentations exactly met the committee’s expectations for competency (70%). More presentations were rated highly proficient than expected (18% vs. 10%) and more were rated at least minimally competent than expected (99% vs. 90%) (Figure 5).

<sup>1</sup> For example, to define Highly Proficient, the Committee determined that a mixture of “3’s” and “4’s” could describe Highly Proficient. With the need to average raters’ scores, yielding mean scores of, e.g., 3.5, the lower bound of Highly Proficient was set at 16. The other levels were defined using the same method.

Figure 5: Expectations vs. Actual Performance: Another Way to View the Data



**Results by Outcome**

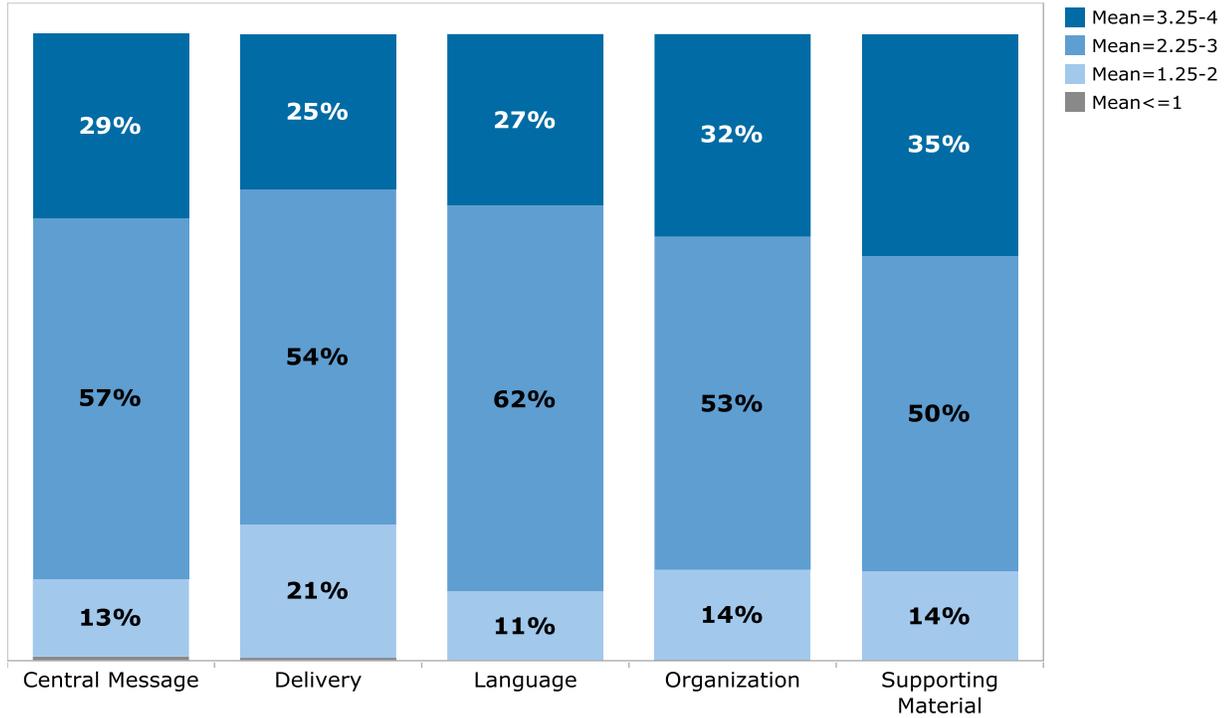
Mean scores for each outcome varied slightly between 2.5 and 2.7 (Table 2). Students scored highest on Supporting Material and lowest on Delivery.

Table 2: Descriptive Statistics

	Mean	S.D.	Minimum	Maximum
Central Message	2.67	0.66	1	4
Organization	2.68	0.65	1	4
Language	2.71	0.57	1.17	4
Delivery	2.52	0.65	1	4
Supporting Material	2.73	0.64	1.25	4

The distribution of scores also varied only moderately by outcome: 25-35% rated between 3.25 and 4.0, 50-62% rated 2.25-3.0, and 11-21% rated 1.25-2 (Figure 6).

Figure 6: Distribution of Mean Scores by Outcome



Two additional criteria—Overall Impression and Topic Selection—were analyzed for exploratory purposes. Correlations between Overall Impression and outcome scores were strong. Correlations between Topic Selection and outcome scores were moderate (Table 3).

Table 3: Correlations between Additional Criteria and Total and Outcome Scores

	Correlation with Overall Impression	Correlation with Topic Selection
<b>Total Score</b>	<b>.876</b>	<b>.608</b>
Central Message	.782	.599
Delivery	.706	.394
Language	.738	.545
Organization	.766	.487
Supporting Material	.762	.568

\*All correlations are significant at  $p < .01$ .

**Post-Test Survey Responses**

All but one of the 184 participants completed post-test surveys (Figure 7, Table 4).

- 95% of students reported putting “some effort,” “quite a bit of effort,” or “an exceptional amount of effort” into the activity.
- 65% of students thought the activity was “very easy,” “easy,” or “somewhat easy.”
- 71% of students contributed to a class discussion “somewhat often,” “often,” or “very often” in 2015-16. Only 53% of students reported giving class presentations with those frequencies.
- Participants were evenly split between those who tend to “think off the top of their head” (51%) and those who tend to “mull things over” (49%).

Figure 7: Post-Test Survey Results

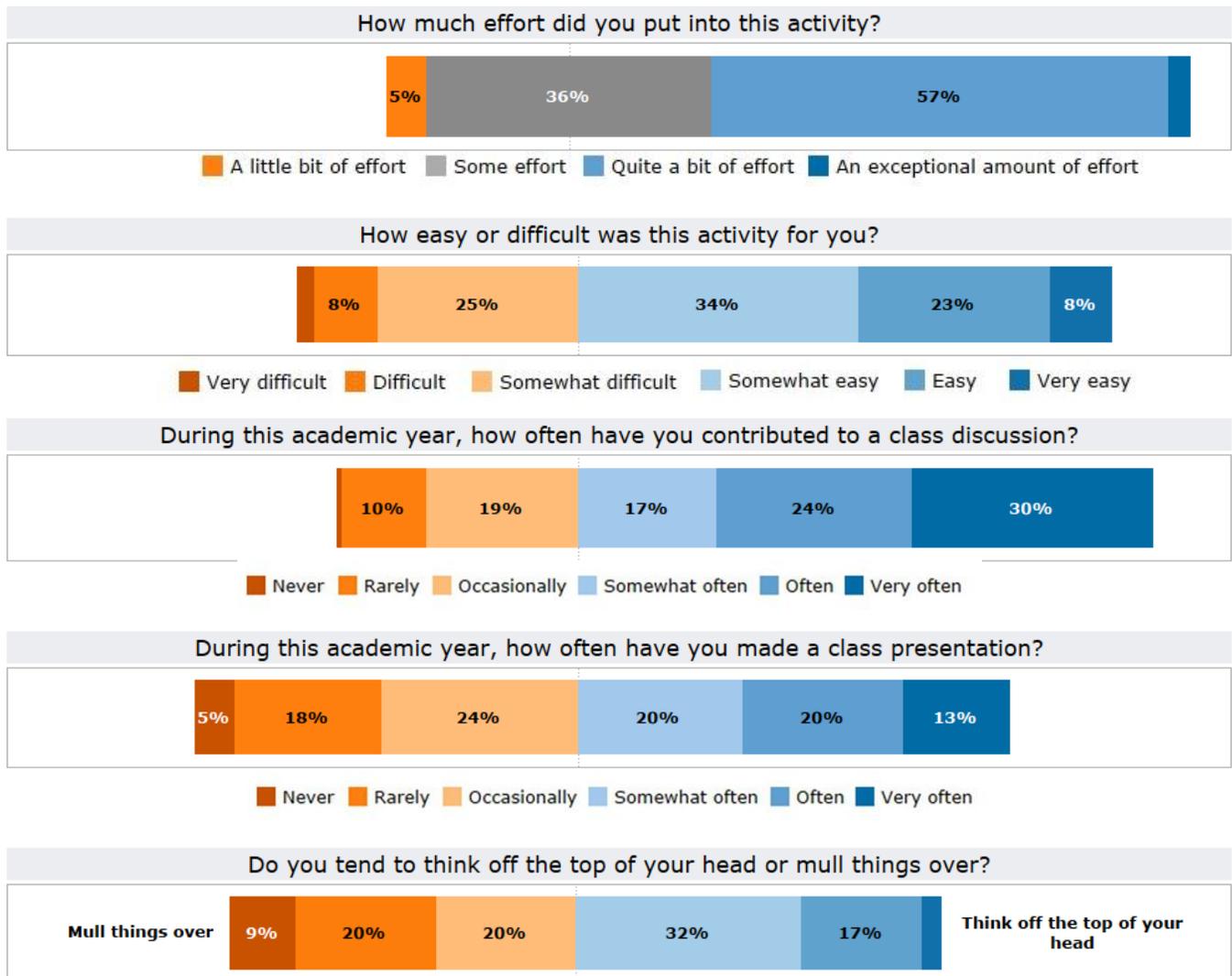


Table 4: Post-Test Survey Results

	Mean	SD
1. How much effort did you put into this activity? (Scale: 1=Almost no effort to 5=An exceptional amount of effort)	3.6	0.6
2. How easy or difficult was this activity for you? (Scale: 1=Very easy to 6=Very difficult)	3.1	1.1
3. During this academic year, how often have you contributed to a class discussion? (Scale: 1=Never to 6=Very often)	4.4	1.4
4. During this academic year, how often have you made a class presentation? (Scale: 1=Never to 6=Very often)	3.7	1.4
5. Do you tend to think off the top of your head or mull things over? (Scale: 1=Think of top of my head to 6=Mull things over)	3.6	1.3

While correlations between mean total scores and responses to questions 2, 3, and 4, respectively, are low, they are suggestive that students who reported finding the activity easy, had contributed to class discussions, and who had made class presentations were more likely to score higher. There was a negligible correlation between mean total scores and responses to questions 1 and 5 (Table 5).

Table 5: Correlation between Survey Responses and Mean Total Scores

	Correlation	Significance
1. How much effort did you put into this activity? (Scale: 1=Almost no effort to 5=An exceptional amount of effort)	.104	.164
2. How easy or difficult was this activity for you? (Scale: 1=Very easy to 6=Very difficult)	-.225	.002
3. During this academic year, how often have you contributed to a class discussion? (Scale: 1=Never to 6=Very often)	.245	.001
4. During this academic year, how often have you made a class presentation? (Scale: 1=Never to 6=Very often)	.247	.001
5. Do you tend to think off the top of your head or mull things over? (Scale: 1=Think of top of my head to 6=Mull things over)	-.152	.041

## Conclusions

- Students met or exceeded each of the committee's expectations for competency in oral communication.
- Two of the assessment's goals—capturing extemporaneous presentations utilizing efficient and feasible technology—were accomplished.
- The five-item rubric was effective overall. The two additional criteria—Topic Selection and Overall Impression—did not yield useful results.
- Raters identified a weakness in the assessment design that made scoring challenging: the instructions students received did not specify the audience to whom they should deliver their presentations. Talks that might be well-received by some audiences (e.g., students' peers) would be ineffective in other settings (e.g., formal presentations). Knowledge of context was crucial, both for the students giving presentations, and for the raters, who needed to know how the students had imagined the context of their talks.
- The range of students' presentation topics and delivery styles (e.g., technical discussion of thesis projects vs. informal advice for first-year students) made aligning on scoring criteria challenging.
- Including more raters and providing additional opportunities for norming may have improved inter-rater reliability. Raters who joined the scoring process late and raters who were narrowly discipline-specific encountered challenges that potentially contributed to low reliability.
- Assessing more students would have allowed for more in-depth analysis of results by school.

## Recommendations

### For next assessments of oral communication:

- Consider assessing oral communication again in 2016-2017 with an improved assessment design and larger sample of students.
- Narrow the assignment by assessing students' ability to speak about a common experience with an academic focus. For example, students could be asked to watch and respond to a TED talk, or to read and respond to an opinion piece from *The New York Times*.
- Identify an audience for the students' presentations.
- Condense the instructions given to students about minimal expectations for organizing their talks. Include the suggestion that students use stories, information, data, quotations, and other evidence to support their messages.
- Prior to scoring, provide ample opportunities to discuss and norm on what constitutes a successful presentation.
- Assuming a sufficient number of participants, analyze results by school, major, gender, and first language (English vs. other).
- Consider assessing improvement in oral communication skills while at UVa. This could be accomplished by recording presentations given by 2<sup>nd</sup> and 4<sup>th</sup> year students on the same set of prompts, scoring them blind to student year, and comparing results.
- Consider conducting a similar assessment of graduate students.

## Appendix A: Oral Communication Rubric

Definition: Oral communication is a lightly prepared, purposeful 2-4 minute presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

	(4)	(3)	(2)	(1)
<b>Topic Selection</b>  <i>Engaging, compelling, memorable</i>	Topic is <u>memorable, engaging, even compelling.</u>	Topic is <u>interesting</u> but neither memorable nor engaging.	Topic is <u>mundane</u> , not particularly interesting.	Topic is <u>not interesting</u> , perhaps even <u>unclear</u> .
<b>Central Message</b>  <i>The main point/thesis/"take-away" of a presentation</i>	Central message is <u>compelling</u> (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is <u>clear and consistent</u> with the supporting material.	Central message is <u>basically understandable</u> but is not often repeated and is not memorable.	Central message <u>can be deduced</u> but is not explicitly stated in the presentation.
<b>Organization</b>  <i>The grouping and sequencing of ideas and supporting material in a presentation</i>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is <u>skillful</u> , and <u>makes the content of the presentation cohesive.</u>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is <u>clearly and consistently observable</u> within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is <u>intermittently observable</u> within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is <u>not observable</u> within the presentation.
<b>Language</b>  <i>Vocabulary, terminology, and sentence structure</i>	Language choices are <u>imaginative, memorable, and compelling</u> , and <u>enhance</u> the effectiveness of the presentation.	Language choices are <u>thoughtful and generally support</u> the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are <u>mundane and commonplace</u> and <u>partially support</u> the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are <u>unclear and minimally support</u> the effectiveness of the presentation. Language in presentation is <u>not appropriate to audience.</u>
<b>Delivery</b>  <i>Posture, gestures, eye contact, use of the voice, reliance on notes, use of vocal fillers (e.g., "um," "like")</i>	Delivery techniques make the presentation <u>compelling</u> , and speaker appears <u>polished and confident.</u>	Delivery techniques make the presentation <u>interesting</u> , and speaker appears <u>comfortable.</u>	Delivery techniques make the presentation <u>understandable</u> , and speaker appears <u>tentative.</u>	Delivery techniques <u>detract from the understandability of the presentation</u> , and speaker appears <u>uncomfortable.</u>
<b>Supporting Material</b>  <i>Verbal explanations, examples, ideas, illustrations, quotations, and other kinds of information or analysis that supports the principal ideas of the presentation</i>	<u>A variety of types</u> of supporting materials make appropriate reference to ideas, information or analysis that <u>significantly support</u> the presentation or establish the presenter's credibility/authority on the topic.	Supporting materials make appropriate reference to ideas, information or analysis that <u>generally support</u> the presentation or establish the presenter's credibility/authority on the topic.	Supporting materials make appropriate reference to ideas, information or analysis that <u>partially support</u> the presentation or establish the presenter's credibility/authority on the topic.	<u>Insufficient</u> supporting materials make reference to ideas, information or analysis that <u>minimally support</u> the presentation or establish the presenter's credibility/authority on the topic.
<b>Overall Impression</b>				

\*Topic Selection and Overall Impression were analyzed separately and were not included in total scores.

**Appendix B: University Undergraduate Oral Communication Competency Assessment Committee Members**

Catherine Baritaud, School of Engineering and Applied Science  
Kate Burke, College of Arts and Sciences—Drama  
Jennifer Kastello, School of Nursing  
Melissa Levy, Curry School of Education  
Aaron Mills, College of Arts and Sciences—Environmental Sciences  
Marcia Pentz-Harris, McIntire School of Commerce  
Dennis Proffitt, College of Arts and Sciences—Psychology  
Kathy Soule, University Library  
Daphne Spain, School of Architecture

IAS staff: Lois Myers and Carrie Worcester

**Appendix C: Invitation**

Subject: U.Va. Needs Fourth-Year Participants in a Student Learning Assessment

March 14, 2016

Dear [Student Name],

I write to request your participation in an important academic program designed to improve student learning at the University. U.Va. assesses student learning in such core areas as writing, speaking, critical thinking, and quantitative and scientific reasoning. You have been randomly selected to participate in this year's assessment. Your participation is important—you will help us determine fourth-year students' knowledge and skills in one of the core areas. In appreciation for participating, you will receive a \$20 gift certificate to Amazon.com.

What does participation involve? We would ask you to attend a scheduled session in Clemons Library at which you would simply compose and record your thoughts on a topic of your choosing. We will provide a menu of topics, or you could create your own. The activity should take no longer than 50 minutes. We will provide snacks (including Carpe Donuts) and beverages. Several of your classmates participated in a pilot test of this assessment. Responses were positive—many students were grateful for the opportunity to reflect on their learning.

The program is being administered by staff at the Office of Institutional Assessment and Studies (IAS). They have set up a sign-up process for you and will manage scheduling and communications. To sign-up, please go to the Collab site shown below:

<https://collab.itc.virginia.edu/x/6ztQhb>

While it is important for you to do your best, there's no need to feel undue pressure. The purpose of the program is to assess the University, not individual students. At no time will your name be associated with any report of the results, and your score will not be stored with any of your official academic records.

All sessions will be offered between Monday, March 21 and Friday, April 1 in the Digital Media Lab in Clemons Library, Room 326. The Collab sign-up system will send you a confirmation of your session and a reminder the day before the session. Sessions will be scheduled on a first-come, first-served basis. If you have any questions about this activity or your participation, please contact Lois Myers, University Assessment Coordinator, at 297-6385 or [lm2r@virginia.edu](mailto:lm2r@virginia.edu).

I deeply appreciate your willingness to help us with this important program. By doing so, you are leaving your mark on U.Va. by helping to improve the educational experience for those who follow in your footsteps.

Thank you,

Maurie McInnis

**Appendix D: Participant Instructions****Instructions for Participants**

Thank you for agreeing to participate in this assessment project. Your performance will not affect your academic record or your grades. Your presentation will be assessed by faculty and/or graduate students who do not already know you, and the results will be kept confidential. At any point in the process, you may decide not to participate.

**Four steps:**

1. Select a topic from the list below, or create your own.
2. Prepare your comments/story/explanation for a brief (2-4 minute) presentation. You'll have 20 minutes to prepare notes.
3. Record your presentation in the One Button Studio.
4. Receive a \$20 Amazon.com gift card via email.

**Choose a topic that "speaks" to you, or create your own:**

1. What is your favorite place at UVa? Describe the place and explain why it is meaningful to you.
2. What has been your most memorable learning experience at UVa?
3. Imagine you are speaking to a group of incoming first-year students. What advice would you give them?
4. Imagine you have been given a small amount of funding for a project to improve the experience of UVa students. What would your project be?
5. Why did you choose your major? How has your choice affected your plans for post-graduation?
6. Discuss your Capstone project, thesis topic, or favorite academic project and explain why it is important.

7. Is there someone at UVA who made an *extraordinary* effort to make your undergraduate experience, or that of your fellow students, better? If yes, tell us about the person and what he/she did.
8. Choose your own topic—something you care about, know well, and/or can speak about easily.

**Suggestions for preparing your presentation:**

- Think of your presentation as having an introduction, body, and conclusion.
- Start with the body. Identify about 3 main points you want to make.
  - Organize your points according to logic, chronology, importance, problem/solution, cause/effect, etc.
  - Provide concrete details or examples for each point.
- Then think through your introduction.
  - Your introduction should take about ½ minute.
  - Catch your listeners' attention with your opening—a rhetorical question, current event, anecdote, assertion, statistic, etc.
  - State your main point clearly.
  - Tell listeners why you are a credible source and why you chose this topic.
  - Tell listeners what they are about to hear—your argument for, your story of, your ideas about, your experiences in, your accomplishments in, etc.
- Finally, plan your conclusion.
  - Your conclusion should take about ½ minute.
  - Signal your conclusion with a phrase such as, “in conclusion...” or “to conclude...”
  - Close with a “take-away”—a question, image, or final statement.

**Suggestions for making your presentation:**

- Deliver your talk as if you are speaking to an audience. Make them interested in what you have to say.
- You'll be seated at a small table. While seated, sit up straight or even lean forward a bit.
- Look at the camera and speak in a clear, audible voice.
- Use gestures to make and emphasize your points.
- Show enthusiasm and have fun!

**Appendix E: Post-Test Survey**

**Post-Assessment Survey**

Your responses to the questions below will help us improve the assessment and understand the results.  
Your responses will be kept confidential.

1. How much effort did you put into this activity?

<b>Almost no effort</b>	<b>A little bit of effort</b>	<b>Some effort</b>	<b>Quite a bit of effort</b>	<b>An exceptional amount of effort</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

2. How easy or difficult was this activity for you?

<b>Very easy</b>	<b>Easy</b>	<b>Somewhat easy</b>	<b>Somewhat difficult</b>	<b>Difficult</b>	<b>Very difficult</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

3. During this academic year, how often have you contributed to a class discussion?

<b>Never</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Somewhat often</b>	<b>Often</b>	<b>Very often</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

4. During this academic year, how often have you made a class presentation?

<b>Never</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Somewhat often</b>	<b>Often</b>	<b>Very often</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

5. Do you tend to:

<b>Think off the top of your head</b>					<b>Mull things over</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

6. Are there any comments you would like to share about this assessment?

**Thank you!**