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INDIANHEAD
TECHNICAL
COLLEGE**

Wisconsin Indianhead Technical College
Course Outcome Assessment
May 2013

Course Assessed:
Oral and Interpersonal Communication (10-801-196)

Prepared by the General Studies Communication Faculty:

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Executive Summary

Oral and Interpersonal Communication (#10-801-196) was the subject of our 2012-2013 course assessment. The assessment was conducted during spring semester 2013. There were twelve sections of Oral and Interpersonal Communication taught by six instructors. Eight of these sections were offered on campus, and four were offered online.

The assessment was a practice interview using two of WITC's existing tools: Interview Stream and the Oral Communication Rubric. We established a five-question interview that could be administered to both online and on-campus students. Students completed the interview at their computers using Interview Stream along with an internet connection and a webcam. The Oral Communication Rubric is a four-point scale that assesses nine criteria: *Tone of Voice*, *Pronunciation*, *Volume*, *Vocabulary*, *Clarity*, *Facial Expressions*, *Eye Contact*, *Gestures*, and *Posture/Active Listening*.

A total of 163 of 222 students (73 percent of those enrolled) took the assessment. The average score was 31.57 of 36 points (87.69%). The three lowest-scoring categories were *Facial Expression* (3.29, 82.25%), *Clarity* (3.34, 83.5%), and *Tone of Voice* (3.39, 84.75%). The highest-scoring category was *Volume* which averaged 3.76 or 94%.

The assessment tools (Interview Stream and the Oral Communication Rubric) have certain advantages and disadvantages that may have influenced our assessment results. However, because average scores were above 3.00/4.00 and consistent across the campuses and instructors, we can assume that students are achieving reasonable progress in the core skills assessed.

We have identified opportunities for improvement – especially related to the three lowest-scoring categories. We will repeat our assessment during fall semester 2013 and look for improvement.

Assessment Process and Design

Assessment Overview

Oral and Interpersonal Communication (#10-801-196) was the subject of our 2012-2013 course assessment. The assessment was conducted during spring semester 2013.

There were twelve sections of Oral and Interpersonal Communication taught by six instructors. Eight of these sections were offered on campus, and four were offered online. **Table 1** identifies the instructors, locations, and number of sections.

	Online	Ashland (and Hayward)	New Richmond	Rice Lake	Superior
Matt Dietsche					Two Sections
Kelley Kepler	Two Sections		Two Sections		
Sam Salter				Two Sections	
Kelly Sylte			One Section		
Mary Tripp	Two Sections				
Karyn Watters		One Section			

Table 1: Twelve Sections Taught in Spring 2013

The assessment was a practice interview using two of WITC’s existing tools: Interview Stream and the Oral Communication Rubric.

Practice Interviews

We conducted practice interviews for our assessment because interviewing is a valuable skill that will help our graduates as they seek employment in their chosen career fields. The interviewing process requires effective verbal and nonverbal communication. In fact, it requires students to perform many of the competencies for this course that are outlined in the Course Outcome Summary (shown in **Figure 1**). The three main competencies considered for this assessment were “Deliver an Oral Presentation,” “Apply Nonverbal Skills,” and “Apply Listening Skills.”

<p>From the Course Outcome Summary:</p> <ol style="list-style-type: none">1. Analyze communication situations.2. Analyze how culture, including gender, impacts communication styles.3. Evaluate how self-concept impacts communication.4. Develop strategies for overcoming communication obstacles.5. Evaluate how perception affects communication.6. Apply listening skills.7. Apply nonverbal skills.8. Apply conflict resolution skills.9. Contribute as a group or team member.10. Deliver an oral presentation.

Figure 1: Course Competencies

Interview Stream

To facilitate these practice interviews, we used Interview Stream, which is one of the employment services offered at WITC. It is an online tool that can be accessed at <http://witic.interviewstream.com/>. Students completed the interview at their computers using an internet connection and a webcam.

By using Interview Stream, we were able to establish a common assessment that could be administered to both online and on-campus students. The interview would be consistent for all students, regardless of which instructor they had or which campus they attended. As workplaces are relying more and more on electronic communication, we wanted our on-campus students to benefit from the experience of using a webcam and creating an electronic interview.

We constructed a short interview that contained five questions. Each question had a two-minute time limit, and students were allowed two retries per question. Students were able to see the list of questions before beginning the interview. These questions are shown in *Figure 2*.

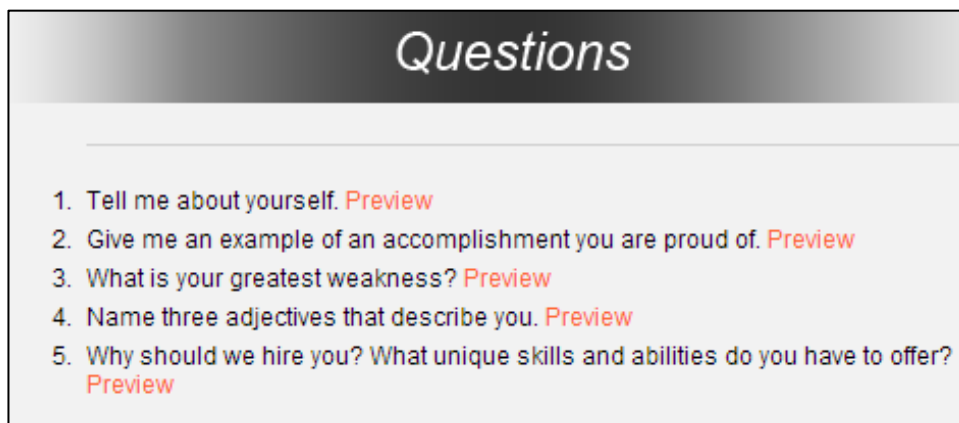


Figure 2: Interview Questions

We provided students with a two-page handout that explained how to access Interview Stream, how to create an account, and how to begin the interview. This handout is contained in *Appendix A* on pages 16-17 of this report.

Oral Communication Rubric

Once the interviews were complete, we used WITC’s Oral Communication Rubric to score them. This rubric assesses students on their ability to “speak clearly, concisely, and accurately in a variety of contexts and formats” and their ability to “practice active listening.”

The rubric uses a four-point scale (1=low, 4=high) to assess nine criteria: (1) tone of voice, (2) pronunciation, (3) volume, (4) vocabulary, (5) clarity, (6) facial expressions, (7) eye contact, (8) gestures, and (9) posture and active listening. With perfect scores in each category, students could earn up to 36 points on this assessment.

The Oral Communication Rubric can be obtained at <http://www.witic.edu/staffcontent/assessment/content/pdfs/2010/OralRubric.pdf>. It can also be viewed in *Appendix B* on page 18 of this report.

Spreadsheet Data

Each instructor was responsible for assessing his or her students and entering the scores into a spreadsheet. The spreadsheet is included in *Appendix C* on pages 19-22 of this report. It can also be viewed at <https://docs.google.com/spreadsheet/ccc?key=0Ah3SCebS3kNdDQzUDBhZzNkUjFTXzd2TUE5VnFFTXc#gid=7>.

Results and Analysis

Participation

A total of 163 students took the assessment. This is 73 percent of the 222 students who were enrolled in Oral and Interpersonal Communication in spring of 2013. Interestingly, a larger percentage of online students completed this assessment than on-campus students. As shown in *Figure 3* and *Figure 4*, 85 percent of online students participated in the assessment, while only 68 percent of on-campus students participated.

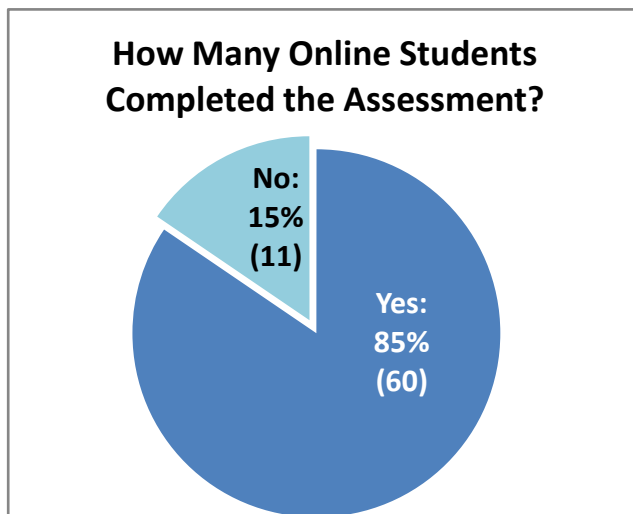


Figure 3: Participation from Online Students

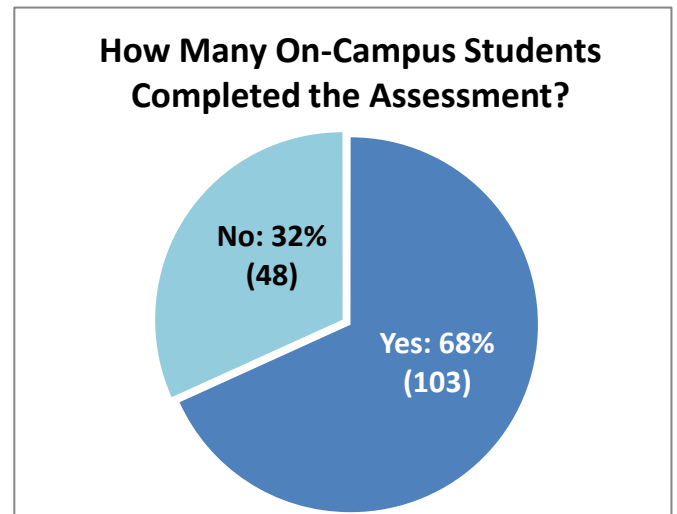


Figure 4: Participation from On-Campus Students

We did not collect enough data to understand why students failed to complete the assessment, nor do we know why a larger percentage of the online students participated.

One instructor did not require students to take this assessment. Students were given the option to complete an alternate assignment, and more than half chose to do the alternate assignment. This inconsistency in administering the assessment may account somewhat for the discrepancy between the online and on-campus percentages.

The “yes” and “no” status above does not distinguish between those students who passed the class and those who failed. Some students will disappear from a class for any number of reasons. If those students do not withdraw from the class, they earn an “F” for a final grade. Others will fail to complete one or more of the course assignments, but they will still complete a large enough percentage of the work to earn a passing grade in the class.

Student Scores

The spreadsheet containing scores for all 163 students can be viewed in *Appendix C* on pages 19-22 of this report. From this data, we calculated average scores for each of the nine grading criteria and for the assessment as a whole.

Table 2 shows that the average score was 31.57 of 36 points (87.69%). Average scores on the nine grading criteria ranged from 3.29/4.00 (82.50%) to 3.76/4.00 (94.00%).

Data for On-Campus and Online Students										
	Tone of Voice	Pronunciation	Volume	Vocabulary	Clarity	Facial Expression	Eye Contact	Gestures	Posture/Active Listening	Total
Average Scores										
Average Score	3.39	3.60	3.76	3.56	3.34	3.29	3.54	3.52	3.58	31.57
Points Possible	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	36.00
Percentage	84.75%	90.00%	94.00%	89.00%	83.50%	82.25%	88.50%	88.00%	89.50%	87.69%

Table 2: Average Scores for Online and On-Campus Students

Figure 5 visually represents the average scores in each category, with topics ordered from lowest- to highest-scoring category. The three lowest-scoring categories were *Facial Expression* (3.29, 82.25%), *Clarity* (3.34, 83.5%), and *Tone of Voice* (3.39, 84.75%). Even these lowest-scoring categories were high enough to satisfy WITC programs that require a grade of 80% (a “C”) or higher. The highest-scoring category was *Volume*, which averaged 3.76/4.00 or 94%.

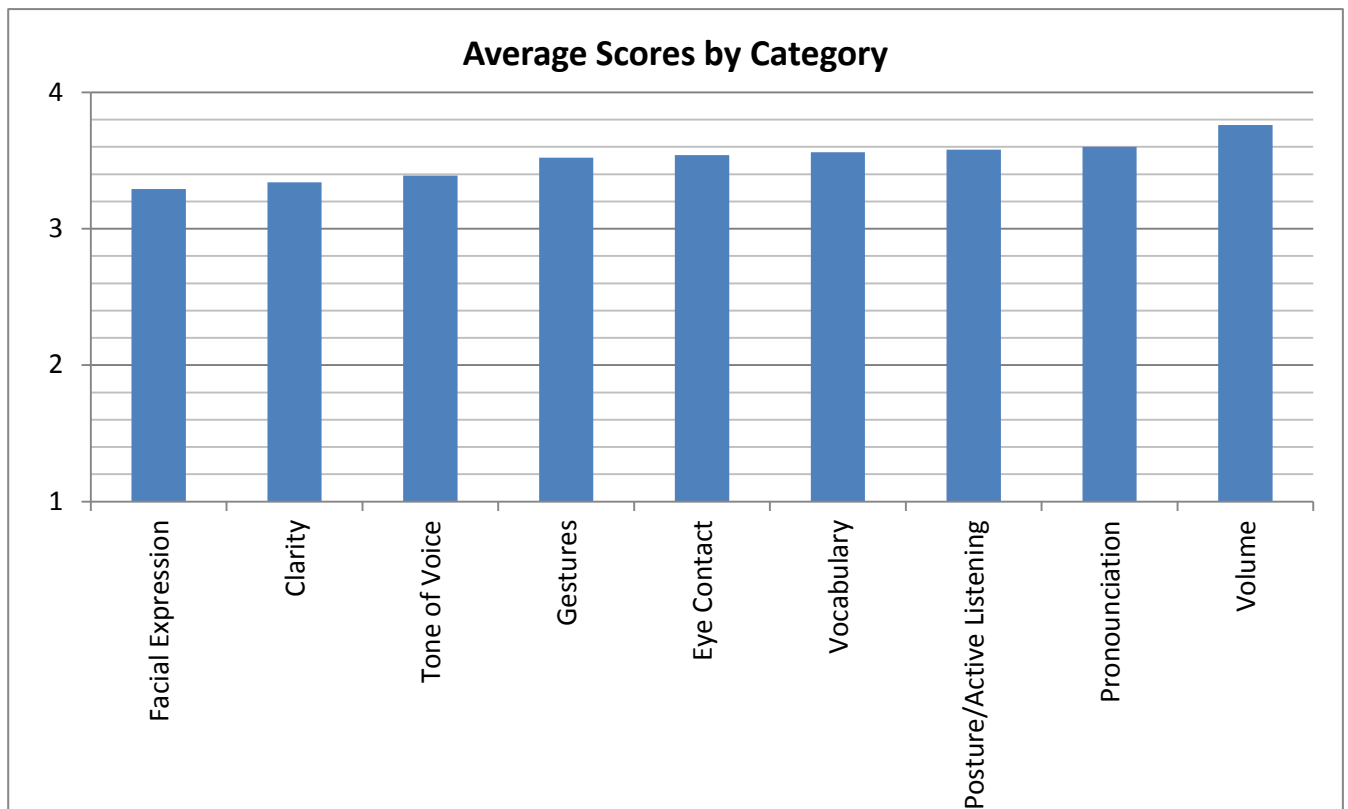


Figure 5: Average Scores by Category

Comparison of Online and On-Campus Student Scores

Our team wondered if the average scores would differ between online students and on-campus students. We hypothesized that the online students may have higher average scores, as they communicated solely through web cams, microphones, and other modes of online technology. We thought they may be more familiar with the tools needed to complete this assessment.

Table 3 and **Table 4** show the difference in average scores between the online and on-campus students. The online students scored an average of 31.93 (88.69%), which was slightly higher than the 31.44 (87.33%) scored by on-campus students. These scores are comparable to the overall average of 31.57 (87.69%).

Table 3 and **Table 4** also show minor variations in average score by category. In some categories, this difference was as much as 0.21 (or 5.25%). Overall, however, the average scores between online and on-campus students were extremely similar.

Data for Online Students										
	Tone of Voice	Pronunciation	Volume	Vocabulary	Clarity	Facial Expression	Eye Contact	Gestures	Posture/Active Listening	Total
Average Scores										
Average Score	3.37	3.63	3.90	3.63	3.32	3.40	3.42	3.57	3.70	31.93
Points Possible	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	36.00
Percentage	84.25%	90.75%	97.50%	90.75%	83.50%	85.00%	85.50%	89.25%	92.50%	88.69%

Table 3: Average Scores for Online Students

Data for On-Campus Students										
	Tone of Voice	Pronunciation	Volume	Vocabulary	Clarity	Facial Expression	Eye Contact	Gestures	Posture/Active Listening	Total
Average Scores										
Average Score	3.41	3.58	3.69	3.53	3.36	3.24	3.63	3.50	3.53	31.44
Points Possible	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	36.00
Percentage	85.25%	89.50%	92.25%	88.25%	84.00%	81.00%	90.75%	87.50%	88.25%	87.33%

Table 4: Average Scores for On-Campus Students

Observation of Overall Results

In addition to examining student scores, we identified trends in student performance, focusing on opportunities for improvement within the nine grading criteria and within the five interview topics. We also noted the advantages and disadvantages of our assessment tools and their potential impact on our results.

Opportunities to Improve Performance within Rubric Categories

We examined each category separately, noting opportunities for improvement within each one. While many students conducted excellent interviews and were highly successful in each category, our discussion focuses on common mistakes that we observed. The categories are listed in order of appearance on the Oral Communication Rubric (see *Appendix B* on page 18). Quotes provided are descriptions from the Oral Communication Rubric.

- 1) **Tone of Voice:** An ideal tone of voice is “warm, enthusiastic, colorful, and easy to listen to.” We recommend our students to focus on sincerity and to avoid sarcasm. It is more effective to display a positive attitude rather than a negative one.

Some students were not expressive and were instead monotonous in tone. Monotone can be improved by having students focus on the emotions that go along with the words they are using. Students will find it easier to show enthusiasm when they are genuinely excited about the topic. Other students were not conversational and sounded like they were reading verbatim off of a prepared script. A student can overcome this problem by practicing and by not relying on notes.

- 2) **Pronunciation:** It is important for students to have “precise pronunciation and enunciation of all terms.” One problem we noted occurred when students rushed through their answers, slurring syllables and words together. For these students, we recommend slowing down and making more effort to enunciate each word clearly.

The most common mispronunciations we noticed occurred when students dropped the beginnings and endings of some words. It was common to hear *-ing* endings dropped from words like *learning* (*learnin'*) and *going* (*goin'*). Other words like *because* were shortened to *cuz*, *until* shortened to *'til*, and *them* shortened to *'em*. Students should also limit the use of contractions (*I'm*, *they're*, *don't*, etc.) in formal settings. We can remind students that in professional settings, it is important to pronounce words in their entirety.

- 3) **Volume:** The ideal volume is neither too loud nor too soft. It “uses a clear voice that everyone can hear and understand.” Although some students mumbled or failed to talk loud enough, volume problems on this assessment were primarily a technical issue. Microphone or webcam settings were either too loud or too soft. Sometimes this resulted in static or a humming sound that became a distracting background noise.
- 4) **Vocabulary:** Students should use “persuasive, descriptive language that is clear and concise” and contains “complex grammatical structures.” Some students struggled with basic grammar errors. One common error was confusion over past-tense and past-participle verbs (for example, saying *I seen* ... instead of *I saw* ... or *I have seen*...). Another common error was to confuse certain adjectives and adverbs (for example, *I did good* instead of *I did well*). Others used overly simplistic structures with short sentences that generally followed the same pattern. These students would benefit from varying sentence structure and length.

Another problem with vocabulary involved choosing too many informal words like *stuff*, *things*, and *awesome*. Not only are these words too informal for an interview, but they are

also not descriptive enough. Lastly, some students need a reminder to spell out acronyms that others may not know. For example, *WITC stands for Wisconsin Indianhead Technical College* and the *IACN program is short for Industrial Automation, Controls, and Networking*.

- 5) **Clarity:** The Oral Communication Rubric describes clarity as language that “provides a variety of types of content appropriate for the task such as generalizations, details, examples, and different forms of evidence.” Additionally, “use of fillers is limited or absent and does not distract from intended meaning.”

Some students struggled with clarity simply because they did not explain their answers well. It was important to find the right amount of detail, and this was difficult for some students. Some gave one-word answers or other answers that were too short to be effective. Some gave answers that were too long, and instead of providing more detail, they merely repeated the same ideas over and over again.

Some students stumbled over their wording and lost track of the ideas they wanted to express. Some students used too many filler words that detracted from their meaning. Each person has a filler word (or words) that he/she tends to use most often, such as *ah, um, uh, just, like, and, well, and you know*. It was also common for answers to start with stalling words like, *Wellor So ...* Some students consistently ended their answers with phrases like, *That’s all, or That’s about it*.

- 6) **Facial Expression:** The ideal facial expression is “highly animated and expressive.” This was one area that students struggled with. Some students did not smile during their interviews. Some looked nervous, and their faces seemed stiff and void of any expression. Some just moved their lips and did not vary their expression at all.

In part, facial expression may have been influenced by the technology used with this assessment. It can be more difficult to display facial expressions when talking to a computer screen, as opposed talking to a real person. In some cases, poor lighting and poor camera positioning made it hard to see a person’s facial features, which posed a challenge when assessing in this area.

- 7) **Eye Contact:** Ideally speakers should “maintain good eye contact with audience” and “seldom return to notes.” We noticed that some students were losing eye contact because they were reading from a prepared script. Sometimes even those who seemed to be looking in the direction of the webcam were clearly reading from a script on their computer screens. This was obvious from the patterns of their eye movements. Students can overcome this problem by practicing and by not relying on notes.

We realize it is hard to make eye contact when talking on a webcam, as it can be difficult to focus on the camera and not the computer screen. For some, it is easier to make eye contact with an actual person. Others find it more difficult to make eye contact in person.

- 8) **Gestures:** Ideally “gestures should focus attention and interest.” Body movement should appear comfortable rather than stiff or erratic, and it should add to (rather than detract from) what the speaker is saying. Gestures were difficult to judge on this assessment.

Often the camera frame only provided a head-shot of the interviewee, and we could not see the student's body language and gestures. We could tell that some students were uncomfortable because they displayed nervous behavior such as fidgeting, bouncing in their chairs, or shrugging their shoulders.

- 9) **Posture/Active Listening:** Ideally, students will “focus attention and interest with stance and movement.” Leaning forward is an appropriate posture that shows one is attentive and actively listening. Leaning backwards or slouching in one's chair is considered poor posture that can indicate one is not listening or attentive. Again, this category was hard to see and difficult to assess. It often depended on one's camera angle.

Opportunities to Improve Content

A successful interview involves careful consideration of audience and purpose. It involves knowing the employer and the job you are applying for. Students often wish to know about best practices for answering certain interview questions. While the category of *Clarity* on the Oral Communication Rubric addresses content to some extent, the rubric lacks specificity for addressing best practices that pertain to interviewing.

While many students conducted excellent interviews and were highly effective at answering the questions, our discussion focuses on common mistakes that we observed within each of the five interview topics.

- 1) **Tell me about yourself.** This question, or some variation of it, is commonly asked as an opening question at an interview. The employer is looking for short professional summary of the job candidate. The biggest mistake students made was to discuss personal details such as age, pets, siblings, spouse, children, religion, hobbies, etc. These personal attributes should be avoided unless they are somehow relevant to the job position. Instead of personal details, the student should focus on a short professional summary that discusses education, experience, skills, and other qualifications.

Another mistake is to discuss how the job might benefit the student. The student should not focus on wanting to get a “foot in the door” or start a “stable job” with good hours and good pay and benefits. Instead, it is more effective to show a genuine interest in working in this field and with this employer. It's better to focus on what the applicant brings to the table and has to offer the employer.

Interview Stream contains a variety of resources for students and instructors. One useful resource is a handout titled “The Elevator Pitch Guide.” If students are asked to construct an elevator pitch and deliver it in front of the class, this practice will help them focus on professional attributes during their opening summary.

- 2) **Give me an example of an accomplishment you are proud of.** Many students did well on this question. Many answered that they were proud of becoming parents, going back to school, or even being the first person in the family to attend college. If students choose to offer a personal story, this may show be effective in showing a strong character built through struggle. We would, however, recommend that answers do steer back to some professional aspect or accomplishment.

- 3) **What is your greatest weakness?** To answer this question effectively, students must use appropriate self-disclosure. They should choose a real weakness, but they should be prepared to explain what they are doing to make improvements in this area. Students may also want to express a weakness that can also be seen as a potential area of strength.

One should be careful not to express a weakness that may show an inability to do the basic functions of the job. Some such weaknesses offered by students were *I am not organized, I procrastinate too much, I am bad at time management, I am too shy, and I have a hard time dealing with people*. Weaknesses should be disclosed carefully, and they should not be expressed simply as a negative. Instead, students should look at positive aspects, such as what they are doing to improve upon areas of weakness.

- 4) **Name three adjectives that describe you.** Some did not know exactly what an adjective was and offered words that were not adjectives. Many students simply provided three words and did not explain WHY they selected these three. Granted, the question did not include a prompt to do so, but students should always be prepared to explain their answers.

One limitation of Interview Stream is that we had to choose questions from an extensive database of questions, and we were not allowed to write our own questions. The wording of our original question before putting it into Interview Stream was, “Name three words that describe you and explain why you chose them.”

As a best practice, students should be prepared for confusing or unclear questions. They should ask for clarification when needed to ensure they understand what is being asked.

- 5) **Why should we hire you? What unique skills and abilities do you have to offer?** Some students were caught off guard and did not answer this question well. Students will do a better job if they have prepared and practiced an elevator pitch. In general, the best answers will be direct and concise, focusing on specific skills learned in the student’s program. The best answers will hint at the student knowing about the company he or she is applying to. The focus needs to be on how the student can benefit the company (versus how the job will benefit the student).

Advantages and Disadvantages of Interview Stream

Advantages: Having interviewing skills will help our graduates as they seek employment in their chosen career fields. Interview Stream provided us with a streamlined, easy-to-use, and low-cost platform for practicing interviewing skills. This tool enabled us to administer a common assessment that would be consistent for all students, regardless of campus and delivery mode.

Interview Stream is a good resource for students. First, they benefit by conducting interviews and gaining more practice. They obtain feedback by observing themselves as captured on a webcam. They can also use Interview Stream’s self-assessment form to assess their own interviewing skills. Interview Stream also contains handouts and additional guidelines to help students understand the best practices of interviewing.

Furthermore, as workplaces are relying more on electronic communication, we believe even face-to-face students can benefit from the experience of using a webcam and creating a video.

Disadvantages: Some students struggled with the technology component of this assignment. The assignment did require students to plan ahead and to work around any potential technical difficulties. Some did not complete the assignment because they said Interview Stream would not work on their computer. These were most likely issues with individual computers (internet settings, security settings, etc.) than with the Interview Stream program. Some found that Internet Explorer and Firefox were not the best browsers to use with Interview Stream, as these browsers may have needed additional updates or plugins in order to run the program. Most found Google Chrome to be the most compatible web browser for use with Interview Stream.

Some of the grading criteria on the Oral Communication Rubric were difficult to assess in electronic interviews. Volume and facial expressions were sometimes skewed by technical issues relating to microphone settings and lighting. Gestures and posture were hard to see, as often the camera angle did not capture these details well. Also, interpersonal skills tend to change depending on the situation. When communicating over a webcam, people may not show active listening or make eye contact in the same way they would in a face-to-face setting.

In addition, the interview environments were not consistent. Some students completed their interview at home, work, school, the library, the cafeteria, etc. Inconsistent geographic settings introduce different variables, each with potential advantages and disadvantages.

Advantages and Disadvantages of the Oral Communication Rubric

Advantages: The Oral Communication Rubric provided consistency to our assessment. It gave us a consistent method to assess the interviews that were submitted by our students. The rubric is used college-wide to assess communication, and many instructors and students are already familiar with it. The rubric describes the features of communicating effectively through speaking and listening, and it is general enough to be applied to many communication situations.

Disadvantages: As the rubric is very general, this means it is not specifically tailored for assessing interviews. While the category of *Clarity* addresses content to some extent, the rubric lacks specificity in addressing best practices that pertain to interviewing. The rubric does not stress the importance of considering one's audience and purpose in communication. In an interview, this means it is important to have knowledge of the employer and the job position.

The rubric also fails to address topics such as interview attire and cell phone etiquette. We found that some students dressed in professional attire such as suits and ties, but others dressed too informally in outfits such as tank tops, sweatshirts, pajamas, and bathrobes. Quite a few interviews were interrupted by cell phones ringing or vibrating. Even though lack of appropriate attire and cell phone etiquette would negatively impact a face-to-face interview, the Oral Communication Rubric did not have grading criteria that encompassed these factors.

Lastly, as discussed earlier, some aspects of face-to-face communication – which are outlined on the Oral Communication rubric – are difficult to assess over webcam video. Some factors may be negatively affected by microphone settings, poor lighting, camera frame or angle. Some of these aspects that are easy to see in face-to-face communication are difficult to see in electronic communication. Sometimes we adapt our communication style to be compatible with electronic communication, even though it may not be fully compatible with all the points on the Oral Communication Rubric.

Action Plan Based Upon Results

The assessment tools (Interview Stream and the Oral Communication Rubric) have certain advantages and disadvantages that may have influenced our assessment results. However, because average scores were above 3.00 and consistent across the campuses and instructors, we can assume that students are achieving reasonable progress in the core skills assessed.

This assessment was helpful in identifying opportunities for improvement, both in terms of the nine criteria assessed on the Oral Communication Rubric and in terms of content and best practices for answering interview questions. We have outlined these opportunities on pages 10-14 of this report. We will use the suggestions and best practices we brainstormed to help us better teach interviewing skills in the future. We will especially focus on the three lowest scoring categories: *Facial Expression*, *Clarity*, and *Tone of Voice*.

Because there was not a great difference between online and on-campus performance, it is simply important to deliver consistent content through both modes of delivery.

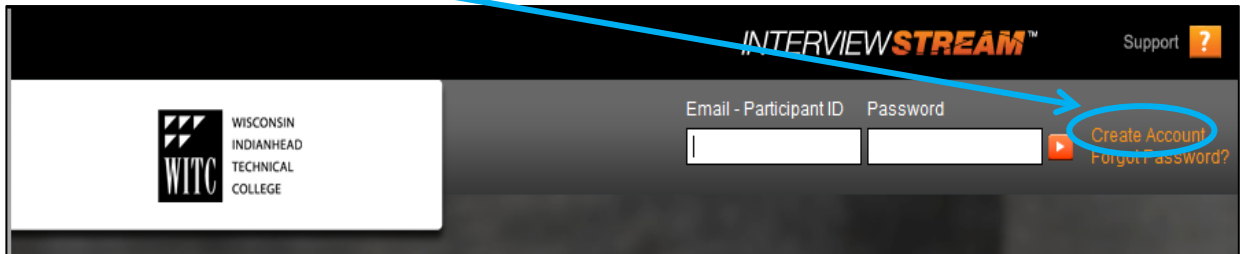
We plan to repeat this assessment with our sections of Oral and Interpersonal Communication during fall semester 2013. We will look for improvement and document our results in *Appendix D* on page 23.

Appendix A: Assignment Sheet Provided to Students

Interview Assignment

Directions: Complete a practice interview using Interview Stream and your webcam. Follow the directions below to create your account and access the practice interview.

- 1) Go to this page: <http://witic.interviewstream.com/>
- 2) Click on *Create Account*.



- 3) Enter your information to create an account. Enter your first and last name, your email address, and your password. Then click *Register*.

Registration
Sign Up for WITC
Enter your information to create an account

First Name:

Last Name:

Email Address:

Password:

Confirm Password:

By clicking "Register" below, you agree to our [Privacy & Terms](#)

- 4) Select your WITC location. Then click *Set Location*.

Please Select your Program/Location:

WITC - Ashland

WITC - New Richmond

WITC - Rice Lake

WITC - Superior

5) Click on *Conduct Interview*.

INTERVIEWSTREAM

Edit Profile | Logged In As Kelley Kepler | Log Out

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HOME VIEW INTERVIEWS VIEW USERS ADMIN CONTACT

Dashboard

Message Center

Welcome Kelley,

Welcome to InterviewStream! Here you will find valuable resources to assist you with your interviewing development. Before you get started, make sure to view our InterviewWebinar and InterviewSuite that feature expert tips and advice on all things interviewing. Once ready, you can then conduct interviews and receive feedback from anyone with an email address.

▶ Helpful Resources

▶ Need More Help?

Conduct Interview Watch Interview Now on the iPad!

Interview Webinar Expert Tips Job Idol Contest

6) Select *Oral & Interpersonal Communication*.

? Select Interview

Customize Your Own Interview?
CLICK HERE

JOB IDOL
by Interview Stream!

Oral & Interpersonal Communication
CHOOSE THIS INTERVIEW

Applied Comm II
CHOOSE THIS INTERVIEW

HSED Questions
CHOOSE THIS INTERVIEW


Questions

1. Tell me about yourself. [Preview](#)
2. Give me an example of an accomplishment you are proud of. [Preview](#)
3. What is your greatest weakness? [Preview](#)
4. Name three adjectives that describe you. [Preview](#)
5. Why should we hire you? What unique skills and abilities do you have to offer? [Preview](#)

7) Follow the instructions on the screen to check your webcam and volume levels. Then complete the interview. There are five questions; each has a two-minute time limit. You are allowed two retries per question.

8) Your interview will be graded using the following Oral Communication Rubric at <http://www.witc.edu/staffcontent/assessmentcontent/pdfs/2010/OralRubric.pdf>.

Appendix B: Oral Communication Rubric

	WISCONSIN INDIANHEAD TECHNICAL COLLEGE		<h1>Assessment of Student Learning</h1>	
			<h2>Communicate Effectively Through Speaking/Listening</h2>	
<ul style="list-style-type: none"> • Speak clearly, concisely, and accurately in a variety of contexts and formats • Practice active listening 				
Tone of voice				
LOW 1	2	3	HIGH 4	
Monotonous, very soft, and cannot be heard	Lacks enthusiasm	Varies vocal tones attracting interest	Warm, enthusiastic, colorful, and easy to listen to	
Pronunciation				
LOW 1	2	3	HIGH 4	
Incorrectly pronounces words and terms	Incorrectly pronounces words and terms in many cases	Student pronounces most words correctly	Precise pronunciation and enunciation of all terms	
Volume				
LOW 1	2	3	HIGH 4	
Cannot be heard	Mumbles and speaks too quietly or too loudly	Student voice is clear; audience generally can hear everything	Uses clear voice that everyone can hear and understand	
Vocabulary				
LOW 1	2	3	HIGH 4	
The grammar and vocabulary are so poor that you cannot understand most of the message	Uses very simplistic, bland language or uses technical language above listener level	Uses a style of communication characterized by simple grammatical structure and concrete vocabulary	Uses descriptive language that is clear and concise; persuasive language is used along with complex grammatical structures	
Clarity				
LOW 1	2	3	HIGH 4	
Says practically nothing; content is not relevant or contains so many fillers that content is very difficult for listener to comprehend	Provides limited content; may include fillers that distract listener from intended meaning	Focuses primarily on relevant content and provides enough content to meet the requirements; uses limited or no fillers	Provides a variety of types of content appropriate for the task such as generalizations, details, examples, and different forms of evidence; use of fillers is limited or absent and does not distract from intended meaning	
Facial expressions				
LOW 1	2	3	HIGH 4	
Expression does not change – only moves lips	Some variety of expression; does not detract from or add to the message	Variety of expression	Highly animated and expressive	
Eye contact				
LOW 1	2	3	HIGH 4	
Avoids eye contact	Some eye contact	Maintains eye contact most of the time but frequently returns to notes	Maintains good eye contact with audience, seldom returning to notes	
Gestures				
LOW 1	2	3	HIGH 4	
Stiff or erratic gestures; no gestures; or overly animated	Some effective movements and gestures but does not seem comfortable	Generally interesting movement; somewhat relaxed	Expressions and gestures focus attention and interest	
Posture/Active Listening				
LOW 1	2	3	HIGH 4	
Poor posture and lack of focus	Posture is generally acceptable; does not seem out of place	Looks relaxed and comfortable	Focuses attention and interest with stance and movement	
TOTAL			_____/36	

12/29/10

Appendix C: Spreadsheet Data

Data for On-Campus and Online Students										
	Tone of Voice	Pronunciation	Volume	Vocabulary	Clarity	Facial Expression	Eye Contact	Gestures	Posture/Active Listening	Total
Average Scores										
Average Score	3.39	3.60	3.76	3.56	3.34	3.29	3.54	3.52	3.58	31.57
Points Possible	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	36.00
Percentage	84.75%	90.00%	94.00%	89.00%	83.50%	82.25%	88.50%	88.00%	89.50%	87.69%
Student Name	Individual Scores									
Kelly01	3	3	2.5	3	3	2	2	3	2	23.5
Kelly02	3	4	4	3	3.5	3	3.5	3	3	30
Kelly04	2	3	2	3	2	1	3	3	1	20
Kelly05	4	4	4	3	4	3	4	4	4	34
Kelly06	4	4	4	4	4	4	4	3	4	35
Kelly08	3	4	4	4	3	3	4	3	3	31
Kelly11	3	3	4	3	3	2	4	3	3	28
Kelly12	4	4	4	4	3	4	4	4	4	35
Kelly13	3	4	4	3	3	3	4	3	3	30
Kelly14	3	3	4	3	3	2	4	3	3	28
Kelly15	3	4	4	4	3	3	4	3	4	32
Kelly16	4	4	4	4	4	4	4	4	4	36
Kelly17	4	3	3	4	3	2	3	3	4	29
Kelly18	3.5	4	4	3.5	4	3	3	3	4	32
Kelly19	4	4	3	3	3	3	4	3	3	30
Matt1	3	3	3	2	2	2	2	2	3	22
Matt2	3	3	3	3	3	3	3	3	3	27
Matt3	4	3	3	3	3	3	3	3	3	28
Matt4	3	4	3	3	3	3	3	3	3	28
Matt5	3	3	3	3	3	3	3	3	3	27
Matt6	2	3	3	3	3	2	3	3	2	24
Matt7	3	3	3	2	2	3	2	3	3	24
Matt8	3	4	3	4	4	3	3	3	3	30
Matt9	3	3	3	3	3	3	3	3	3	27
Matt10	2	2	2	3	3	3	3	3	3	24
Matt11	2	2	2	3	3	3	3	3	2	23
Matt12	4	4	4	3	3	3	3	3	3	30
Matt13	4	4	4	3	3	3	3	3	3	30
Matt14	3	3	3	3	3	3	3	3	3	27
Matt15	2	3	3	3	3	3	3	3	3	26
Matt16	4	3	4	3	3	3	3	3	3	29
Matt17	3	3	3	3	3	3	3	3	3	27
Karyn1	3	4	4	3	3	3	2	4	3	29
Karyn2	4	4	4	4	4	3	4	4	4	35
Karyn3	3	4	4	3	3	2	3	3	3	28
Karyn4	4	4	4	4	4	4	4	4	4	36
Karyn5	4	4	4	3	3	3	4	3	3	31
Karyn6	2	3	2	3	3	2	4	2	3	24
Karyn7	3	4	4	3	3	3	3	3	4	30
Karyn8	4	4	4	3	3	4	4	3	4	33
Mary Online1	3	4	4	3	3	3	4	4	4	32
Mary Online2	3	4	4	3	3	3	3	3	4	30
Mary Online3	3	4	4	4	3	4	3	4	4	33
Mary Online4	4	4	4	4	4	4	4	4	4	36
Mary Online5	3	4	4	4	4	3	3	3	4	32
Mary Online6	4	4	4	4	3	3	4	4	4	34
Mary Online7	4	4	4	4	4	4	4	4	4	36
Mary Online8	4	4	4	3	3	4	4	3	4	33
Mary Online9	4	4	4	4	4	4	4	4	4	36
Mary Online10	3	4	4	4	3	3	3	4	4	32
Mary Online11	3	4	4	4	3	4	3	4	4	33

All Data for On-Campus and Online Students										
	Tone of Voice	Pronunciation	Volume	Vocabulary	Clarity	Facial Expression	Eye Contact	Gestures	Posture/Active Listening	Total
Average Scores										
Average Score	3.39	3.60	3.76	3.56	3.34	3.29	3.54	3.52	3.58	31.57
Points Possible	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	36.00
Percentage	84.75%	90.00%	94.00%	89.00%	83.50%	82.25%	88.50%	88.00%	89.50%	87.69%
Individual Scores										
Student Name										
Mary Online12	3	4	4	4	3	4	4	3	4	33
Mary Online13	4	4	4	4	4	4	4	4	4	36
Mary Online14	4	3	4	3	3	4	3	3	3	30
Mary Online15	3	4	4	4	3	4	3	4	4	33
Mary Online 16	4	4	4	4	4	4	4	4	4	36
Mary Online 17	4	4	4	4	3	4	4	4	4	35
Mary Online 18	3	4	4	4	3	4	3	4	3	32
Mary Online 19	3	4	4	4	3	4	3	3	4	32
Mary Online 20	3	4	4	4	3	4	3	3	3	31
Mary Online 21	4	4	4	4	4	4	4	4	4	36
Mary Online 22	4	4	4	4	3	4	3	4	4	34
Mary Online 23	4	4	4	3	3	4	3	4	3	32
Mary Online 24	4	4	4	4	4	4	4	4	4	36
Mary Online 25	3	3	4	3	3	3	3	3	3	28
Mary Online 26	3	4	4	4	3	4	4	4	4	34
Mary Online 27	4	4	4	4	4	4	4	4	4	36
Mary Online 28	3	4	4	3	4	4	3	4	4	33
Mary Online 29	4	4	4	4	4	4	4	4	4	36
Kepler-Online-0	2	3	4	3	3	1	3	3	3	25
Kepler-Online-0	2	3	2	3	3	2	4	2	3	24
Kepler-Online-0	3	3	4	3	3	3	3	3	4	29
Kepler-Online-0	4	4	4	4	3	4	4	3	4	34
Kepler-Online-0	4	4	4	4	4	4	4	4	4	36
Kepler-Online-0	4	4	4	4	4	3	3	4	4	34
Kepler-Online-0	3	2	4	3	3	3	4	3	4	29
Kepler-Online-0	2	4	4	4	4	2	4	4	4	32
Kepler-Online-0	3	4	4	4	4	3	3	4	4	33
Kepler-Online-1	3	4	4	4	4	3	3	4	4	33
Kepler-Online-1	4	4	4	4	4	4	4	4	4	36
Kepler-Online-1	3	4	4	4	3	3	3	3	3	30
Kepler-Online-1	3	4	3	4	4	3	3	4	4	32
Kepler-Online-1	3	3	4	3	3	3	3	3	3	28
Kepler-Online-1	4	4	4	3	2	4	4	4	4	33
Kepler-Online-1	4	4	4	4	3	4	4	4	4	35
Kepler-Online-1	3	4	4	4	4	3	4	4	4	34
Kepler-Online-1	3	3	4	3	2	3	3	4	4	29
Kepler-Online-1	4	4	3	4	3	4	4	4	4	34
Kepler-Online-2	3	3	4	4	4	3	3	3	3	30
Kepler-Online-2	3	2	4	3	3	2	2	3	3	25
Kepler-Online-2	3	3	4	4	4	4	4	4	4	34
Kepler-Online-2	4	3	4	3	3	4	4	4	4	33
Kepler-Online-2	4	3	4	4	3	3	4	3	4	32
Kepler-Online-2	3	3	4	3	3	3	3	3	3	28
Kepler-Online-2	4	3	4	3	3	4	4	4	4	33
Kepler-Online-2	3	3	3	3	2	2	2	3	3	24
Kepler-Online-2	3	3	4	3	3	2	2	2	2	24
Kepler-Online-2	3	3	4	3	3	2	2	3	3	26
Kepler-Online-3	3	3	4	4	4	3	3	3	3	30
Kepler-Online-3	3	3	3	3	3	3	3	3	3	27
Kepler-FTF-01	4	3	4	4	3	4	4	4	4	34
Kepler-FTF-02	3	3	4	3	3	3	4	3	3	29

All Data for On-Campus and Online Students										
	Tone of Voice	Pronunciati	Volume	Vocabular	Clarity	Facial Expression	Eye Contact	Gestures	Posture/ Active Listening	Total
Average Scores										
Average Score	3.39	3.60	3.76	3.56	3.34	3.29	3.54	3.52	3.58	31.57
Points Possible	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	36.00
Percentage	84.75%	90.00%	94.00%	89.00%	83.50%	82.25%	88.50%	88.00%	89.50%	87.69%
Individual Scores										
Student Name										
Kepler-FTF-03	4	4	4	4	4	4	4	4	4	36
Kepler-FTF-04	4	4	4	4	4	4	4	4	4	36
Kepler-FTF-05	2	4	4	3	4	2	3	2	3	27
Kepler-FTF-06	3	3	4	3	3	3	4	3	3	29
Kepler-FTF-07	3	3	4	4	4	3	2	3	3	29
Kepler-FTF-08	3	3	4	3	4	4	4	4	4	33
Kepler-FTF-09	3	2	4	4	4	3	4	3	3	30
Kepler-FTF-10	3	3	4	3	3	3	4	3	3	29
Kepler-FTF-11	4	4	4	4	3	4	4	3	3	33
Kepler-FTF-12	3	4	4	4	4	4	4	3	4	34
Kepler-FTF-13	4	4	4	4	4	4	4	4	4	36
Kepler-FTF-14	3	4	4	4	3	3	4	3	4	32
Kepler-FTF-15	4	4	3	4	3	4	4	4	4	34
Kepler-FTF-16	4	4	4	4	4	4	4	4	4	36
Kepler-FTF-17	3	3	3	3	2	4	4	4	4	30
Kepler-FTF-18	4	3	4	4	3	4	4	4	4	34
Kepler-FTF-19	4	3	4	4	3	4	4	4	4	34
Kepler-FTF-20	4	3	4	4	4	4	4	4	4	35
Kepler-FTF-21	3	4	4	4	3	3	3	3	3	30
Kepler-FTF-22	3	4	4	4	2	3	4	3	3	30
Kepler-FTF-23	4	3	4	4	4	4	4	4	4	35
Kepler-FTF-24	3	4	4	4	3	3	4	3	4	32
Kepler-FTF-25	4	3	4	3	2	3	3	4	3	29
Kepler-FTF-26	3	4	4	4	4	3	4	4	4	34
Sam 1		4	4	4	4	3.5	3	3	3.5	29
Sam 2	4	4	4	4	4	4	4	4	4	36
Sam 3	3.5	3.5	4	4	3.5	3	3.5	4	4	33
Sam 4	3.5	4	4	4	4	3	3.5	4	4	34
Sam 5	4	4	4	3.5	4	4	4	4	4	35.5
Sam 6	4	4	4	3.5	3.5	4	4	4	4	35
Sam 7	4	4	4	3.5	4	4	4	4	4	35.5
Sam 8	4	4	4	4	4	4	4	4	4	36
Sam 9	4	3.5	4	3	3	3.5	4	4	4	33
Sam 10	4	4	4	3.5	3.5	3	4	4	3.5	33.5
Sam 11	3.5	4	2	4	4	3.5	3.5	4	3	31.5
Sam 12	4	4	2	4	4	4	4	4	4	34
Sam 13	3	3	4	3.5	3.5	3.5	4	4	4	32.5
Sam 14	3.5	4	4	4	4	2	4	3	3	31.5
Sam 15	3	4	4	4	4	3	3.5	4	3.5	33
Sam 16	3.5	4	4	4	2	2	3.5	4	3.5	30.5
Sam 17	3	3.5	4	4	4	2	3.5	4	4	32
Sam 18	2.5	3	3	3	3.5	3	3	4	4	29
Sam 19	4	4	4	4	3	3.5	4	4	4	34.5
Sam 20	4	4	4	3	4	4	4	4	4	35
Sam 21	3	3	3.5	4	2	3	4	4	3.5	30
Sam 22	4	3.5	4	4	4	4	4	4	4	35.5
Sam 23	4	4	4	4	4	3.5	4	4	4	35.5
Sam 24	3	4	4	3.5	4	2	4	4	4	32.5
Sam 25	3.5	3.5	4	3.5	4	3.5	4	4	4	34
Sam 26	3.5	3.5	4	4	4	3	4	4	4	34
Sam 27	3.5	3.5	4	3	3.5	3.5	3.5	4	3	31.5

All Data for On-Campus and Online Students										
	Tone of Voice	Pronunciation	Volume	Vocabulary	Clarity	Facial Expression	Eye Contact	Gestures	Posture/Active Listening	Total
Average Scores										
Average Score	3.39	3.60	3.76	3.56	3.34	3.29	3.54	3.52	3.58	31.57
Points Possible	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	36.00
Percentage	84.75%	90.00%	94.00%	89.00%	83.50%	82.25%	88.50%	88.00%	89.50%	87.69%
Individual Scores										
Student Name										
Sam 28	3	4	3.5	3	4	4	4	4	4	33.5
Sam 29	4	4	3	4	4	4	4	4	4	35
Sam 30	4	4	3.5	3.5	4	4	4	4	4	35
Sam 31	4	3.5	4	4	4	4	4	4	4	35.5
Sam 32	3	4	4	4	4	3	4	4	4	34
Sam 33	3.5	4	4	4	2	4	4	4	4	33.5
Sam 34	4	3.5	4	4	4	4	4	4	4	35.5
Sam 35	3.5	3.5	4	4	3	4	3.5	4	4	33.5
Sam 36	4	4	4	4	3	3	4	4	4	34

Appendix D: Implementation Assessment

We will repeat our assessment over Fall 2013 and supply additional documentation in Spring 2014.