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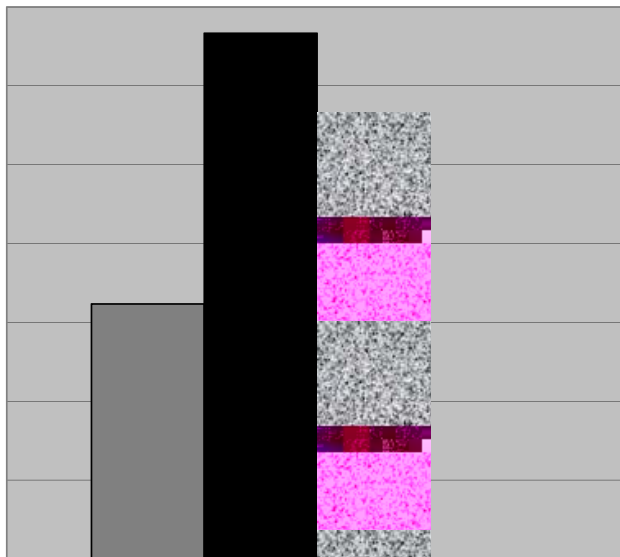


On the other hand the lowest rating from 1-1.99, which is indicative of sub-standard work, had a range of a low of 4% for Preparedness, Vocal Delivery, and Content to a high of 13% for Supportive Materials.

Analysis of areas that showed one area that exhibited statistically significant changes over the last three years. The Content criteria which had over 75% of students scoring above the midpoint in 2006 dropped to 63% in 2009. In addition, two categories showed that over half of the students scored in the substandard range. In Physical Delivery, 51% of the students fell in the bottom two categories, while 54% of the students were deemed substandard in the area of Supporting Materials.

Attire showed the biggest increase in percentage at the superior level, up from 12% in 2006 to the 27% in 2009. Preparedness also showed a significant increase at this level moving from 1% superior in 2006 to 10% in 2009.

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students were adequate in presenting supporting material for the claims and elements within their presentation in 2006. That figure did jump to 45% in 2009, but the percentage of students who were very deficient increased from 9% to 13% over that three year period. Physical Delivery continued to have a majority of students who scored at a substandard level. These two areas need continued examination.

It is evident that there are still problems in the oral presentation skills of our students. While oral presentation remains as one of our General Education Outcome Skills, there are a significant number of students who score at a substandard level on this skill. Part of the difficulty is that while this is a skills outcome, Northwest does not require a course to develop those skills. While other Colleges and Universities are requiring Public Speaking, Northwest College does not. Our disjointed efforts to increase this skill do not seem to be improving the success rate of our students in this area. Our success rate has remained consistently poor over the last three years.

### Final Comments

This analysis was very daunting. All of the reviewers commented on the difficulty of evaluating these students on their oral presentation. While many of the comments were technical, there were more comments this time on the inconsistency of the types of presentations being submitted.

Group projects are very difficult to evaluate given that in some cases not all of the students spoke. In other cases reviewers noted that what was touted as a presentation was not really a presentation. These tended to be discipline specific comments. What these comments indicate is that some capstones do not have a presentational component even though that is one of the requirements for each capstone course for each student.

Finally there is a vast disparity in not only the type of “oral presentation,” but also in the quality. It is best summed up in the following quote from one of the reviewers:

“Honestly, I struggled with this project. As one finds in the classroom, there was such a diversity of scholarly ability. There were presentations that I found engaging and some depressing (not in subject matter but in their content and quality). The positive element to this experience was that I was able to get a peek into each area within the college (or those that recorded capstones) and I appreciated the wide variety of topics that were covered. The downside is that I felt that several

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