Thank you for agreeing to take part in this Oral Communication Assessment. Your personal details and responses are confidential and no student names will be used in the results of this survey. Your survey comments help us improve student learning outcomes in Oral Communication for all HWC students – so your time and opinions are truly appreciated.

HWC Oral Communication Assessment Fall 2013

Please fill in marks like this: ● not like this: ○ ☐

<table>
<thead>
<tr>
<th>Please indicate your level of agreement or disagreement with each statement. There are no correct or incorrect answers.</th>
<th>Agree Strongly</th>
<th>Agree</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oral communication is an important skill that I will use in the workplace.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>2. I don’t need to be a good oral communicator in order to achieve my career goals.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>3. I am very nervous about classroom oral presentations.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>4. I always do a great deal of research for classroom oral presentations when they are being graded.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>5. I always do a great deal of research for classroom oral presentations even when they are not being graded.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>6. There are different styles of oral presentations depending on the audience.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>7. I am confident in my ability to deliver a strong oral presentation in class.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>8. I am confident in my ability to effectively plan and organize a strong oral presentation for class.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>9. I am not confident in my ability to use examples, illustrations, statistics, quotations and evidence from relevant authorities to support my oral presentation.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

10. How frequently are/were you required to give prepared oral presentations in **Math classes**?
   ○ Always ○ Often ○ Sometimes ○ Seldom ○ Never ○ Not Applicable

11. How frequently are/were you required to give prepared oral presentations in **Natural Science classes**? (Astronomy, Biology, Chemistry, Physics)
   ○ Always ○ Often ○ Sometimes ○ Seldom ○ Never ○ Not Applicable
12. How frequently are/were you required to give prepared oral presentations in \textbf{Humanities classes}? (Humanities, Fine Arts, Philosophy & Music) 

- Always
- Often
- Sometimes
- Seldom
- Never
- Not Applicable

13. How frequently are/were you required to give prepared oral presentations in \textbf{Social Science classes}? (Anthropology, Economics, Geography, History, Political Science, Psychology & Sociology) 

- Always
- Often
- Sometimes
- Seldom
- Never
- Not Applicable

14. How frequently are/were you required to give prepared oral presentations in \textbf{English classes}? (English 100, English 101, English 101/97, English 102, & any Literature class) 

- Always
- Often
- Sometimes
- Seldom
- Never
- Not Applicable

15. What is your gender? 
- Female
- Male
- Other

16. Select one designation from the following list: 
- Asian
- American Indian or Alaskan Native
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White
- Multi-racial  (Explain if you wish: ________________________________)

17. What is your age? 
- Less than 20
- 20-25
- 26-40
- 41-60
- 61 +

18. Please indicate your current academic status: 
- Full Time
- Part Time

19. How many credit hours have you successfully completed at HWC (a final grade of A, B or C from courses numbered 101 or above)? 
- 0-15
- 16-30
- 31-45
- 46-60
- 61+
20. How many credit hours have you successfully completed at other colleges or universities (a final grade of A, B or C from courses numbered 101 or above)?
   - 0-15
   - 16-30
   - 31-45
   - 46-60
   - 61+

21. Have you successfully completed Speech 101 (with a final grade of A, B or C) at HWC?
   - Yes
   - No

22. Have you successfully completed Speech 101 (with a final grade of A, B or C) at other colleges or universities?
   - Yes
   - No

Thank you for sharing this information with us. Your instructor will complete this Oral Communication assessment by scoring your individual classroom presentation using an assessment rubric during your scheduled classroom presentation. A copy of this rubric is available from your instructor. Good luck with your presentation!
<table>
<thead>
<tr>
<th></th>
<th>No Evidence (0)</th>
<th>Beginning (1)</th>
<th>Progressing (2)</th>
<th>Competent (3)</th>
<th>Exemplary (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (Subject Knowledge)</td>
<td>Missed the point, no connection with expected subject.</td>
<td>Explanation of concepts is inaccurate or incomplete. Key points and message can be deduced, but are not explicitly stated in the presentation.</td>
<td>Central message and some key points are basically understandable but are not often repeated and are not memorable. There are some distinctions in content sections.</td>
<td>Central message is clear and consistent with the supporting material. Accurate explanation of key concepts and points of note. Differentiated content is obvious.</td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported). Depth of content reflects thorough understanding of topic. Broad and pertinent content.</td>
</tr>
<tr>
<td>Delivery</td>
<td>Techniques not evident (too much reading, no eye contact.)</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
</tr>
<tr>
<td>Language</td>
<td>Inappropriate to audience, language choices demonstrate lack of awareness.</td>
<td>Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience and context.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is not appropriate to audience and context.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience and context.</td>
<td>Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience and context.</td>
</tr>
<tr>
<td></td>
<td>No awareness of discriminatory power of words.</td>
<td>Uses inclusive words and chooses labels and names with care.</td>
<td>The power of language choices is acknowledged and inclusive words, labels and names are used with care throughout.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Material</td>
<td>No discernible evidence of supporting materials in use. No credibility or authority to speak on the topic.</td>
<td>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</td>
</tr>
<tr>
<td></td>
<td>Lack of visual aids detracts from oratory.</td>
<td>No visual aids used to support oral presentation.</td>
<td>Limited visual aids to assist in oral presentation.</td>
<td>Visual aids and/or other materials provided for audience to accompany &amp; support oratory.</td>
<td>Presentation is accompanied by strong use of supportive visual aids.</td>
</tr>
</tbody>
</table>

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