



Not to mention....
Nervousness
Confidence
Speech
Knowledge

Rubric Breakdown
Mean Score
Content 2.89
Delivery 2.58
Language 2.62
Organization 2.70
Supporting Materials 2.65

Completion of Speeches
Students who Completed Speeches at HWC - Mean Score 2.55
Students who Completed Speeches at other institutions - Mean Score 2.57
Students who Made Oral Communication Speeches - Mean Score 2.55

Method
Qualitative and Quantitative

Sample
400 Full-Time Students
52 Full-Time Staff
45 Full-Time
50 Full-Time

History and Framework

Assessment by Credits Achieved at HWC and at Other Institutions

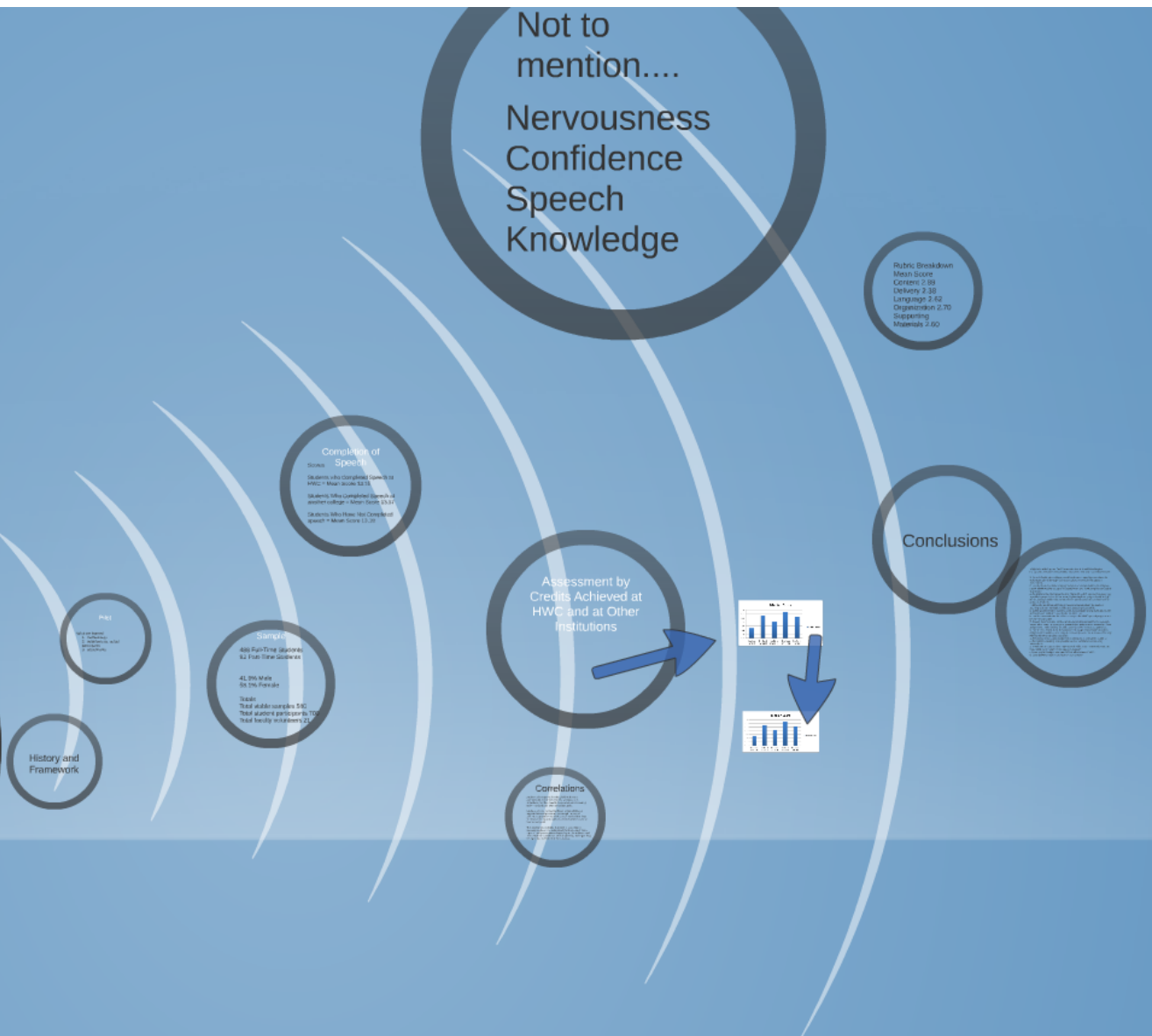
Correlations



Conclusions

Conclusions
The study was conducted to assess the oral communication skills of students at HWC and other institutions. The results show that students at HWC performed better than those at other institutions. The study also found that students who completed speeches at HWC had higher mean scores than those who completed speeches at other institutions. The study also found that students who made oral communication speeches had higher mean scores than those who did not make oral communication speeches. The study also found that students who completed speeches at HWC had higher mean scores than those who completed speeches at other institutions. The study also found that students who made oral communication speeches had higher mean scores than those who did not make oral communication speeches.

Oral Communication Assessment



Oral Communication Assessment



History and Framework

Pilot

What we learned

1. methodology
2. volunteers vs. actual participants
3. adjustments

Sample

488 Full-Time Students
92 Part-Time Students

41.9% Male
58.1% Female

Totals

Total viable samples 580
Total student participants 700
Total faculty volunteers 21

Completion of Speech

Scores

Students who Completed Speech at
HWC = Mean Score 13.15

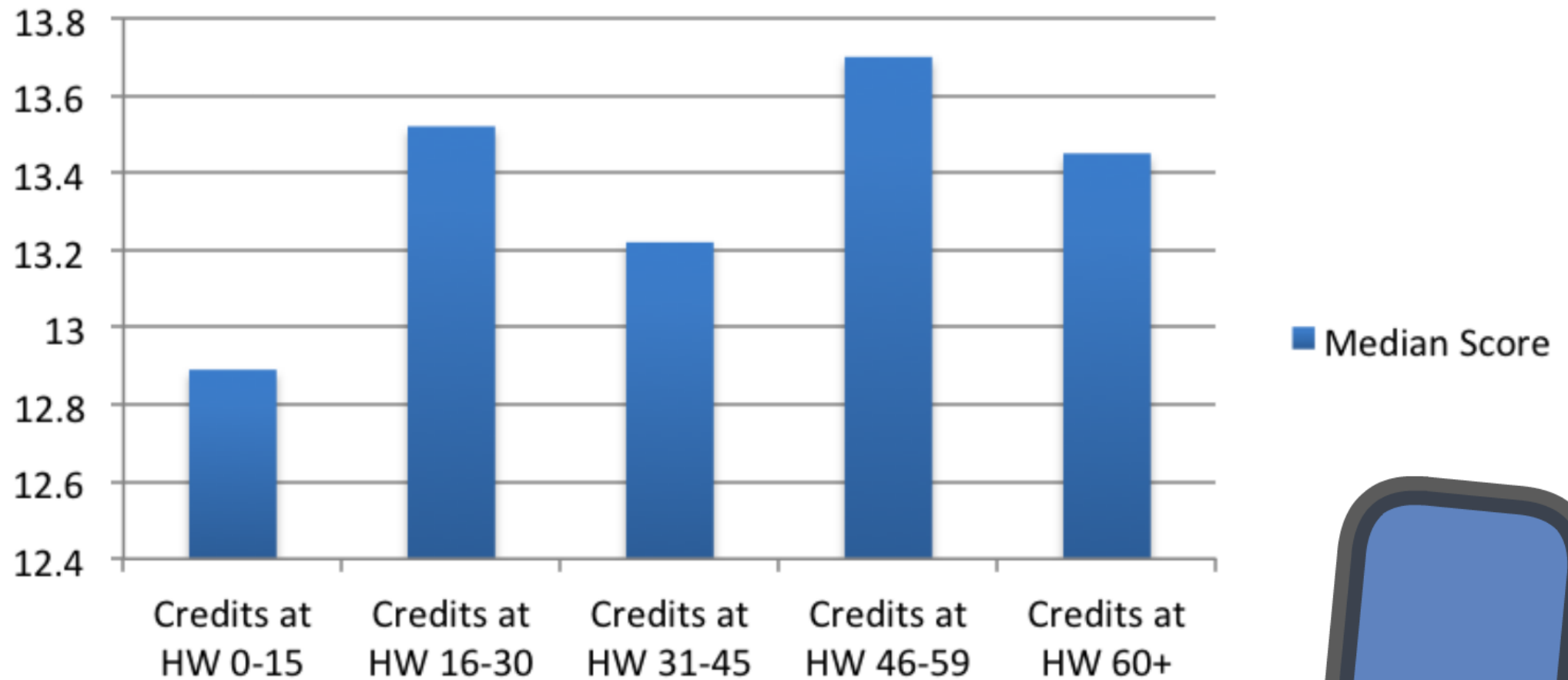
Students Who Completed Speech at
another college = Mean Score 13.57

Students Who Have Not Completed
speech = Mean Score 13.18

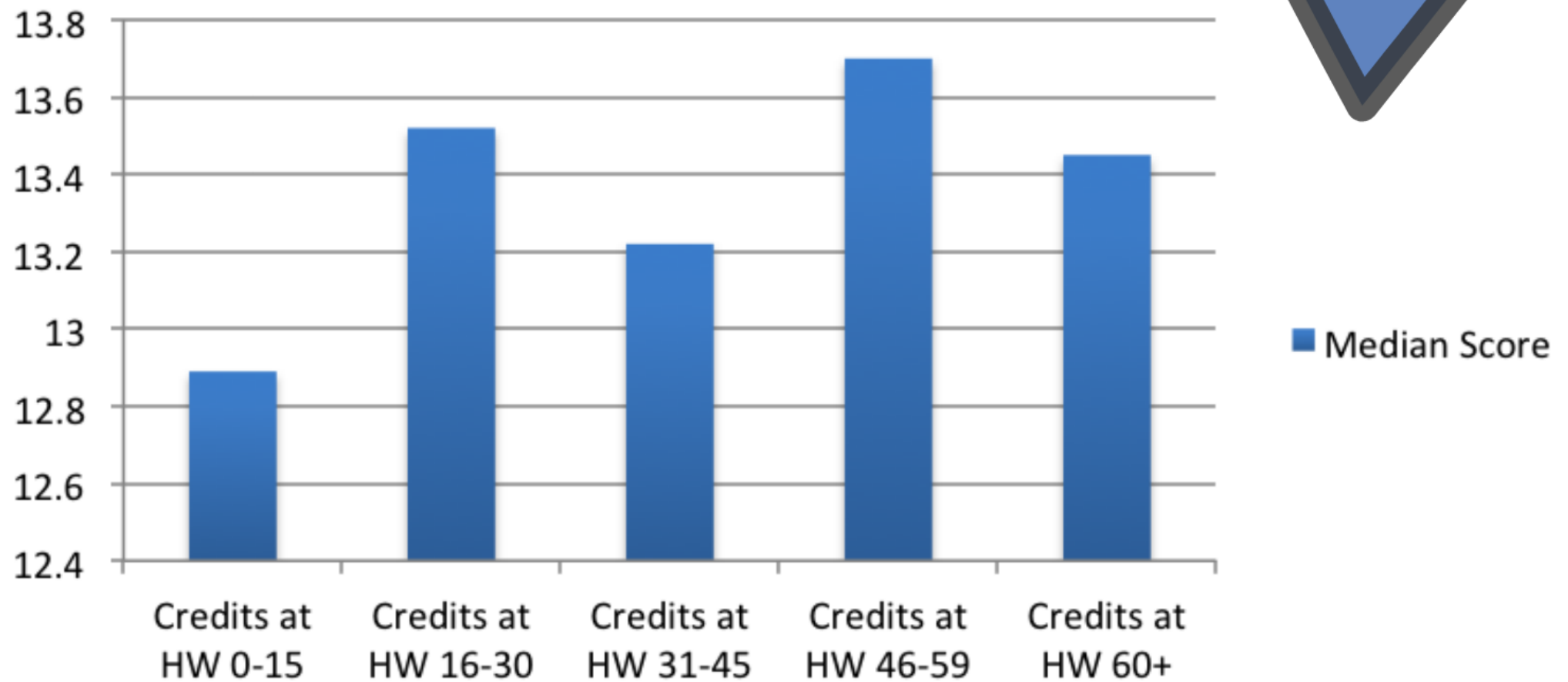


Assessment by
Credits Achieved at
HWC and at Other
Institutions

Median Score



Median Score



Correlations

Students who reported that they believe that oral communication is important in the workplace also understand that they need to be good at communicating orally in order to achieve their career goals.

Students who do not feel confident in their abilities to support their oral presentations through the use of additional supportive materials also do not feel that they need to be strong oral communicators in order to achieve their career goals.

The assessment revealed that there is a correlation between students who understand that there are different styles of oral presentations depending on the audience and those students' confidence levels in planning and organizing strong oral presentations in their classes.

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Rubric Breakdown
Mean Score
Content 2.89
Delivery 2.38
Language 2.62
Organization 2.70
Supporting
Materials 2.60

Conclusions

In light of our findings at the College, the Assessment

1. Harold Washington College should require oral presentations in all classes in the Department.
2. Faculty should be required to identify the "audience."
3. An article in the *New York Times* in the public is people's choice. In light of this, faculty should be required to give oral presentations.
4. All faculty would be required to teach oral communication.
5. Building confidence in students to present orally and to present orally.
6. Further assessment of oral communication skills.



In light of our findings on Oral Communication at Harold Washington College, the Assessment Committee makes the following recommendations:

1. Harold Washington College should continue to have high standards for oral presentations throughout the curriculum, not only in the Speech Department.
2. Faculty should consider varying the types of oral presentations assigned, clearly identifying the scope of the assignment and reinforcing the concept of "audience."
3. An article in the Wall Street Journal (June 15, 2015) reports that speaking in public is people's No. 1 fear, more frightening than flying or death. In light of this, faculty should make every effort to put students at ease before their oral presentations.
4. All faculty would benefit from professional development focused on teaching oral communication skills and assessing those skills.
5. Building confidence in students' abilities to prepare oral presentations well and to present orally in class should be prioritized.
6. Further assessments about the efficacy of the HWC speech program are strongly encouraged.
7. Speech faculty should provide professional development for non-speech faculty about creating strong oral presentation assignments, assessing those assignments, and teaching the skills associated with those assignments.
8. Further discussion about the purposes of assigned oral communication assignments should be encouraged between speech and non-speech faculty with the following questions posited:
 - a. Are oral communication assignments designed to strengthen students' skills in public speaking or to provide another vehicle for transmitting information?
 - b. If students are expected to improve their skills in oral communication, are those skills being taught in non-speech classes?
 - c. Does content weigh more heavily than other areas of skill?
 - d. Does delivery weigh more heavily than content?