



ORAL COMMUNICATION ASSESSMENT

Fall 2015 – Spring 2016

ABSTRACT

During the academic year 2015-2016, the MXC Assessment Committee conducted an institutional assessment of oral communication. Our expectation was that students who graduate from Malcolm X College are able to communicate effectively by consistently demonstrating poise, confidence, and effectiveness throughout a formal oral presentation of disciplinary content. We recognized that a student has successfully accomplished effective oral communication when the student succeeds or exceeds the standards within a formal presentation.

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2015 – 2016 Assessment Committee

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EXECUTIVE SUMMARY

During the academic year 2015-2016, the MXC Assessment Committee conducted an institutional assessment of oral communication. The assessment used the following performance criteria:

- The oral presentation has a clear focus
- The student provides appropriate evidence
- The presentation has a coherent organizational structure
- The student uses precise, appropriate, and mechanically-sound language
- The student demonstrate effective oral communication skills

We expect that students graduating from Malcolm X College are able to communicate effectively by consistently demonstrating poise, confidence, and effectiveness throughout a formal oral presentation of disciplinary content. We recognize that a student has successfully accomplished effective oral communication when the student succeeds or exceeds the standards within a formal presentation.

To accomplish this task, the assessment of oral communication used faculty evaluations of oral presentations that were assigned to students in higher level courses. To that effect, faculty used a rubric developed by the Assessment Committee in conjunction with the Communications Department.

Implementing an Oral Communication Assessment

INTRODUCTION

Written and Oral Communication courses serve as the fabric of a sound general education core curriculum. The array of aforementioned courses are an appropriate blend that enables students to articulate in written and oral discourse the complexity of human lives lived locally and globally. With over 65% of all incoming new students requiring some form of remediation, the Written and Oral Communication course sequence is appropriate and meets the needs of our students.

Written and Oral Communication encompasses the disciplines of English, Reading, Literature and Speech. They promote increased literacy and fluency in the various forms of English language communication. They advance the development and expression of critical, rational thought by the analysis of texts derived from diverse origins, by the creation of original compositions; and, by examining language's manifold styles, structures, and conventions.

After the successful completion of courses within these disciplines, students have acquired human communication skills that strengthen their ability to represent themselves effectively in other courses, job interviews, and ongoing employment opportunities. At minimum, all courses in these disciplines offer the basic communication skills sought by employers as well as the communication skills required to be successful in other courses. The course offering and scheduling needs also takes into consideration the prerequisite needs of the college's Associates in Applied Science degree and certificate programs. To that end, the array of courses offered at the College seems appropriate to meet the needs of students.

BACKGROUND

At Malcolm X College, the course sequence for English offers three levels of English pre-credit courses to address the learning needs of those students who still need to acquire the necessary skills to succeed at the college level. The first level is Foundational Studies (FS) Writing. This course is available to students who score below the minimum standard score for college level courses on the COMPASS placement test. The objective of this course is to provide instruction that strengthens students' skills in basic writing required for college level analytical writing. The second level is English 098, whose objective is to address elements of reading, writing, and speaking Basic English. This course prepares students for college-level writing with a focus on writing short grammatically sound and coherent essays that demonstrate critical thinking ability. The third level is English 100. This course provides instruction on basic writing skills, paragraph structure and sentence clarity through knowledge of sentence structure and correct word form. The objective is to prepare students for college-level writing with a focus on writing multi-paragraphs, grammatically sound essays that demonstrate the students' critical thinking skills.

Once a student successfully completes the pre-credit course sequence he/she is eligible for credit level English 101 and 102 both of which are composition courses. English 101 provides instruction on the development of critical and analytical skills in writing and reading of

expository prose. The objective is to hone students' writing abilities and rhetorical skills necessary to achieve success in their academic careers. The objective of English 102 is to introduce methods of research and writing of investigative papers.

The college's developmental education course offering also includes three levels of Reading courses. Prior to fall 2011, the course sequencing included five levels of Reading courses that required students to remain in remedial education up to 1 ½ semesters longer than necessary. The student learning outcomes and course objectives have been revisited and the revised course sequence includes Foundational Studies (FS) Reading 1006, Reading 099 and Reading 125.

The objective of the FS Reading course is to provide students with basic content knowledge proficiency in literature, history, fine arts, geography, physical science, life science, medicine, and health. The goal of Reading 099 is to provide instruction on skills necessary for efficient reading of textbooks and other materials. Last, the goal of Reading 125 is to address skills related to the mechanics of reading, vocabulary development, comprehension and rate of reading.

The course Foundations of Speech Communication (Speech 101) is the only speech course offered within this discipline. The objective of the course is to address the theory and practice of oral communication; development of poise and confidence, delivery, and speech organization; public speaking practice; small group discussion, and development of standards of criticism. The focus is on effective interpersonal and group interactions in diverse environments.

Speech 101 is the mandatory course for the Associate of Arts (A.A.), Associate of Sciences (A.S.), and Associate of General Studies (A.G.S.) degrees. The course is also a requirement for the Physician Assistant, Mortuary Science, and Child Development programs. Enrollment in this course is highly recommended to all students for the development and the enhancement of effective oral communication skills.

The course Speech 101 was submitted for a five-year review and received the Illinois Articulation Initiative (IAI) re-approval for general education courses.

English 197 provides instruction that supports English 101 emphasizing critical reading, academic writing, and Standard English grammar. As linked courses, the objective is to also address remediation needs of students who missed being placed in ENG 101 as a result of not achieving a high enough score on the COMPASS exam (placement test instrument used with new students). The course links ENG 101 with ENG 197 to provide students with additional instruction in developing writing communication skills.

SPEECH 101

Student Learning Outcomes

Upon successful completion of this course we expect students to be able to:

1. Code switch effectively to adapt messages to diverse communication environments.
2. Develop and present two or three minor and three major speech presentations
3. Apply researched evidence with reasoning and supportive motive appeals for the persuasive speech
4. Develop clear and specific thesis statements (central idea)
5. Cite sources in APA format
6. Use visual aids to enhance audience understanding and interest (Power Point Presentations, handouts as supportive documents, etc.)
7. Research and develop an audience-centered audience analysis
8. Utilize techniques to manage speech anxiety effectively
9. Model specific delivery methods

Course Enrollment, Retention, and Success

A review and analysis of student retention and success rates for Speech 101 is another measure used to determine the extent to which the objectives for this discipline have been achieved. The student retention and success rates within this discipline are described as follows:

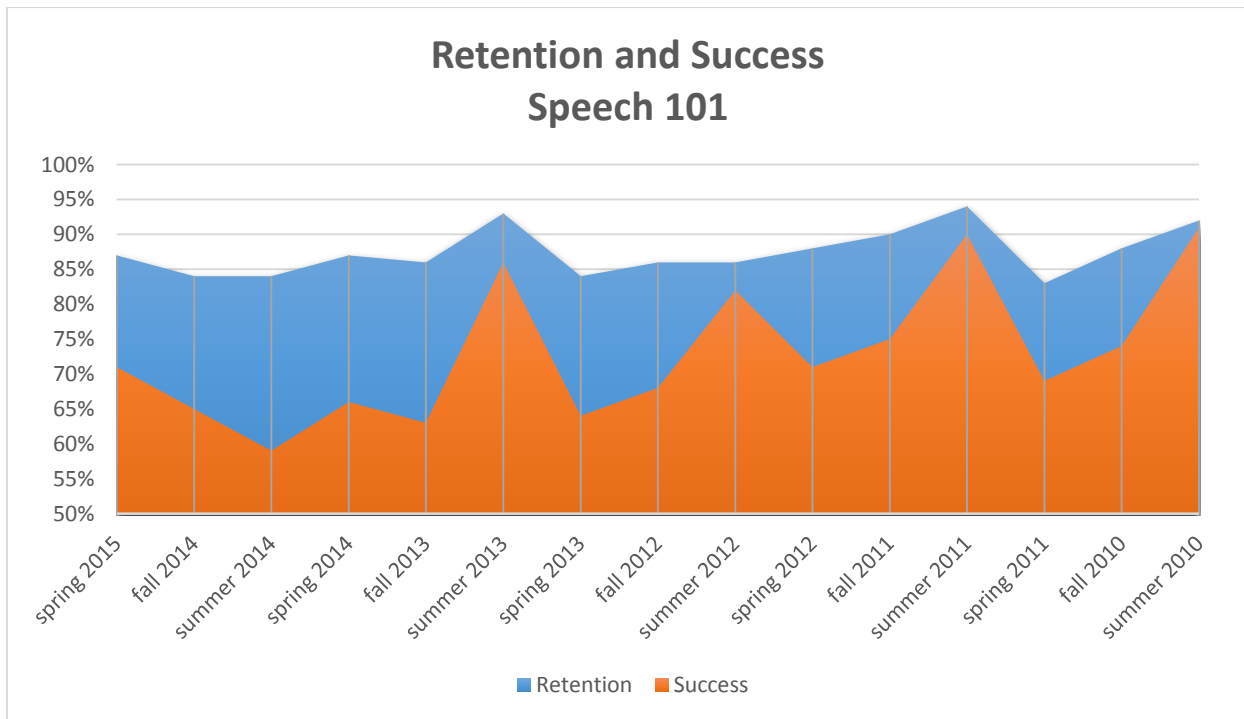
	Enrollment	Retention	Success
spring 2015	299	87%	71%
fall 2014	346	84%	65%
summer 2014	70	84%	59%
spring 2014	306	87%	66%
fall 2013	322	86%	63%
summer 2013	70	93%	86%
spring 2013	323	84%	64%
fall 2012	313	86%	68%
summer 2012	79	86%	82%
spring 2012	280	88%	71%
fall 2011	306	90%	75%
summer 2011	70	94%	90%
spring 2011	255	83%	69%
fall 2010	200	88%	74%
summer 2010	53	92%	91%

The course had an average enrollment of 297 students during the fall semesters. The average enrollment for the spring semester was 293 students. During the summer semesters, we had an average enrollment of 68 students.

For the past five years, retention for the course has had an average of 85.8% for the fall semesters; an average of 86.8% for the spring semesters; and an average of 98.8% during the summer semesters.

Success rate, as defined by obtaining a grade of C or better in the course, for the fall semesters had an average of 68.2%. For the spring semesters, the course had an average of 69.0%; and the summer semesters, 81.6%.

Retention and Success



ORAL COMMUNICATION ASSESSMENT

Goals

1. Assess student learning outcomes associated with oral communication for all students in all disciplines
2. Implement an assessment of oral communication skills for all MXC students, with an evaluation within the major disciplines

Objectives

- a. Investigate what types of assessments related to oral communication are currently taking place in the classroom
- b. Establish a general education framework to assess oral communication skills at the institutional level
- c. Determine what the oral communication needs are in the health science programs
- d. Describe how those needs are being addressed at the college
- e. Establish academic methodologies to improve students' oral communication skills
- f. Incorporate the use of oral communication skills in other disciplines

DESIGN

Description of the Assessment Initiative

The assessment took place in higher-level courses in which oral presentations were required.

The courses participating in this assessment required students to deliver individual presentations, which included in some cases visuals and were at least five minutes in length.

The presentations were graded by each faculty participating in the assessment. For this, faculty used a rubric developed by the Assessment Committee from rubrics already in use by the Theatre, Fine Arts, and Speech courses. The rubric also used elements found in rubrics used in the Life and Physical Sciences.

Coding

For this study, we used a criterion referenced evaluation model. A rubric was used to grade student oral presentations (appendix 4). The rubric utilized an analytical rating system that measured each communication competency area. The rubric was appropriate for the assessment of basic oral communication skill level across departments. Student performance was rated according to standards set by the department.

Since the presentations were already part of each participating course, the general assumption was that students were motivated to perform well since each presentation was to be graded and counted in the overall course grade. In addition to grading the presentations as part of the course, each instructor scored the student presentations for assessment purposes using a scoring sheet provided by the Assessment Committee. The instructors used a proficiency scale from “0” (Failure to participate) to “5” (Exceeds Standards) for each of the performance criteria on the rubric. The maximum score a presentation could receive was 25.

We need to note that the rubric was not tested for reliability and validity. In addition, there was not norming associated with the implementation of this rubric since not all faculty who participated in the implementation attended the norming sessions.

Explanations of the Criteria

The rubric considered the following criteria:

- A. The students has a clear focus. This criterion was relative to the discipline and it is considered content specific. There were no tangential discussions. The student provided a clear thesis, purpose, and direction as stated and outlined in the presentation.
- B. The presentation has appropriated and accurate evidence. The student gathered evidence that was correctly presented, interpreted, with proper explanations, and where necessary, was cited appropriately.
- C. The presentation has a coherent organization structure. The student provided a logical flow and the presentation was very organized. The presentation incorporated effective transitions.
- D. The student uses precise, appropriate, and mechanically-sound language. The student used accurate and appropriate language that was discipline specific. The students used precisely correct diction and proper word/vocabulary choices. “Mechanically- sound” was understood as how the student incorporated correct standard grammar.
- E. The student has effective oral communication skills. The student was able to engage and effectively manage tone, pace/time, body language, and use of audiovisual aids.

After the assessment took place in the participating courses, the score sheets were submitted to the Associate Dean of Instruction for analysis.

Data elements

As part of the assessment, we collected the following data elements:

- Course
- Course Section
- Semester and Year
- Student scores for each of the performance criteria

The purpose of obtaining this information was to link the data elements to the student's major, student level, and speech courses taken at the College.

Participants

Students provided oral presentations (N = 321) in 14 different general education higher level courses (appendix 1). Data were collected from courses that participated during the fall 2015 semester (n = 82) and the 2016 spring semester (n = 239).

The sample included 233 females and 88 males. The students represented a wide variety of ethnic backgrounds: Black/African American (51.4%); Hispanic/Latino (34.0%); White (7.5%); Asian/Pacific (4.0%); Multi-Racial non-Hispanic (1.2%); not specified (1.6%); and American Indian (less than 1%). This composition reflected the campus population in general. Student who had not taken the course Speech 101 comprised 54.2% (174) of the sample. Only 45.8% (147) of students had already passed the course.

Implementation

For purposes of implementation, an initial exploratory *ad-hoc* task force produced the following results:

- Sections from the Life Sciences/Physical Science/Mathematics departments were surveyed to determine which courses were implementing an oral presentation in their classrooms as part of their instructional design

The survey showed that

- Microbiology 233 had presentations, peer and personal review
- BIO 226/227 also had presentations included as part of their design
- BIO 121 (anatomy physiology) and medical terminology had presentations review but only the Delivery and Response to Questioning sections of the presentation peer review sheet and rubric for case study and journal presentations
- The results from the Communications/Humanities and Fine Arts/Social Sciences indicated the following:
 - ANTHRO 201 sections had presentations
 - Two possible adjunct sections from PSYCH 201 had presentations scheduled
 - ENG 101 had a written presentation and a written paper
 - SOC 201 had a written presentation and a written paper
 - ENG 098/ 101/102
 - Theatre and Speech courses had presentations
- Interdisciplinary Studies/Child Development
 - College Success courses — some sections have presentations on learning styles; other have other formal assessments of oral/speech communication

- Health Sciences
 - No accurate information was possible to obtain from this area

With this information, the Committee proceeded to the implementation by requesting faculty to volunteer their section to participate in this assessment.

Research Questions

To make sure we were able to provide an accurate data analysis and relate our findings, the study was designed to address the following questions:

1. How do students perform in each criteria from the rubric after finishing the course?
 - a. To what extent does the relative weight of the oral skills measured in this study differ by the criteria being considered?
2. How do students who took the course compare with those who didn't?
 - a. Which students are more successful and less successful in communicating their message in the speaking tasks?

The research questions aimed at informing to what the extent the knowledge skills and processing skills predict success in oral communication in an academic context.

While the first question sought to examine the relative weight of knowledge and processing skills as facets of speaking proficiency, the second research question aimed to explore the effects of the Speech 101 course relative to performance in the classroom.

RESULTS

The results for each individual criterion were calculated for all students who participated in the assessment to respond to research question 1. We also calculated how each group of students (those who had already taken the course and those who had not taken it) performed for each individual criterion.

All students in the assessment ($n = 321$)

Criteria	Mean	SD	One-sample t-test results
Has a clear focus	3.52	0.3949	$t(320) = 66.47, p < 0.000$
Has appropriate evidence	3.26	1.079	$t(320) = 54.22, p < 0.000$
Has a coherent organizational structure	3.19	1.131	$t(320) = 50.53, p < 0.000$
Uses precise, appropriate, and mechanically-sound language	3.44	0.927	$t(320) = 66.42, p < 0.000$
Has effective oral communication skills	3.34	1.013	$t(320) = 59.13, p < 0.000$

Student who had not taken the course Speech 101 ($n = 174$)

Criteria	Mean	SD	One-sample t-test results
Has a clear focus	3.53	0.916	$t(173) = 50.88, p < 0.000$
Has appropriate evidence	3.29	1.036	$t(173) = 41.86, p < 0.000$
Has a coherent organizational structure	3.19	1.109	$t(173) = 37.94, p < 0.000$
Uses precise, appropriate, and mechanically-sound language	3.42	0.901	$t(173) = 50.08, p < 0.000$
Has effective oral communication skills	3.34	0.989	$t(173) = 44.60, p < 0.000$

Students who had already passed the course Speech-101 ($n = 147$)

Criteria	Mean	SD	One-sample t-test results
Has a clear focus	3.50	0.989	$t(146) = 42.96, p < 0.000$
Has appropriate evidence	3.24	1.131	$t(146) = 34.72, p < 0.000$
Has a coherent organizational structure	3.19	1.161	$t(146) = 33.33, p < 0.000$
Uses precise, appropriate, and mechanically-sound language	3.46	0.960	$t(146) = 43.66, p < 0.000$
Has effective oral communication skills	3.34	1.044	$t(146) = 38.81, p < 0.000$

The students' overall competency was calculated by adding together their scores from each criteria. The mean for all students in this group of students ($n = 321$) was 16.75 (SD = 4.21). We conducted a t -test to determine whether or not this result was statistically significant. The result was that $t(320) = 71.225, p < 0.000$.

We also calculated the overall competency for those who had already taken this course ($n = 147$). The mean for students in this group was 16.73 (SD = 4.36). The t -test to determine whether or not this result was statistically significant showed that $t(146) = 46.536, p < 0.000$.

The overall competency for students who had not taken this course ($n = 174$) was 16.78 (SD = 4.10). The t -test showed that $t(174) = 53.953, p < 0.000$.

To answer research question 2 and determine whether or not there was a difference between groups of students, we performed an unpaired t -test for the total score for each group (those who had already taken the course and those who had not taken it).

The results showed that for the total score, the difference was not statistically significant ($t(319) = 0.1014, p < 0.9193$).

Total Score	NO	YES
Mean	16.73	16.78
SD	4.36	4.10
N	147	174

The unpaired *t*-test results for the **critterion 1** for each group (those who had already taken the course and those who had not taken it) showed that the difference was not statistically significant ($t(319) = 0.2920, p < 0.7705$).

Criterion 1	NO	YES
Mean	3.53	3.50
SD	0.92	0.99
N	174	147

The unpaired *t*-test results for the **critterion 2** for each group (those who had already taken the course and those who had not taken it) showed that the difference was not statistically significant ($t(319) = 0.4070, p < 0.6843$).

Criterion 2	NO	YES
Mean	3.29	3.24
SD	1.04	1.13
N	174	147

The unpaired *t*-test results for the **critterion 3** for each group (those who had already taken the course and those who had not taken it) showed that the difference was not statistically significant ($t(319) = 0.0065, p < 0.9948$).

Criterion 3	NO	YES
Mean	3.19	3.19
SD	1.11	1.16
N	174	147

The unpaired *t*-test results for the **critterion 4** for each group (those who had already taken the course and those who had not taken it) showed that the difference was not statistically significant ($t(319) = 0.7277, p < 0.3485$).

Criterion 4	NO	YES
Mean	3.42	3.46
SD	0.90	0.96
N	174	147

The unpaired *t*-test results for the **critterion 5** for each group (those who had already taken the course and those who had not taken it) showed that the difference was not statistically significant ($t(319) = 0.0413, p < 0.9671$).

Criterion 5	NO	YES
Mean	3.34	3.34
SD	0.99	1.04
N	174	147

DISCUSSION

The assessment of oral presentations' results that took place mainly in general education courses indicated that students who had already taken the course Speech-101 scored on an average scale in most of the criteria. Very similar results were shown for students who had not taken that particular course. In none of the criteria students exceeded the standards. For example, criterion 3 showed the lowest score of all. That is, students lacked a coherent organizational structure. Likewise, criterion 4 results showed that students did have average effective oral communication skills.

Our expectation was that students who took the course previously had to score better in most of the criteria. However, that was not the case. In criteria 1 and 2, students who had not taken the course scored better on average than students who had taken the course. Only in one criterion (use of precise, appropriate, and mechanically-sounded language), students who had already taken the course scored better on average. Regarding the total score, students who had not taken the course scored better on average. We also have to keep in mind that these results showed that these differences were not statistically significant. That is, in spite of the differences, we don't have enough evidence to claim that one group is better than the other. It is possible that after taking the course, students' skills need to be reinforced by making connection throughout the courses where they have to make oral presentation. In general, these results indicate that this is a good opportunity to explore further how to strengthen the curriculum and materials used in the course Speech-101.

Although the results may be disappointing for faculty members, they illustrate the importance of conducting assessment at the departmental level as well as implementing rigorous program reviews so that strengths and weaknesses can be identified. By recognizing deficiencies, we will be able to address them and implement effective instructional methods.

The results also illustrate the practical limitations of using scoring rubrics. For this assessment a rubric was used as tools to examine students' work. Research suggests that rubrics can afford systematic way to examine student learning outcomes. They can be used as a method to examine concrete evidence of student learning. However, since rubrics are intended to provide a level of objectivity to evaluation that is inherently subjective, they need to undergo a rigorous norming process to determine how well they provide consistent and reliable data.

Instructors who participated in the assessment were asked to attend norming sessions to develop shared understanding of the outcomes assessed and also achieve scoring consistency among them. The goal was to minimize potential for differences in interpretation of criteria tied to identification of performance levels. However, the lack of norming among instructors might have posed a challenge to making correct inferences and approximations to the rubric's criteria, and as a consequence, the results did not show the differences between the two groups of students.

Additionally, another challenge in using this rubric is that other competencies probably were left out, particularly those related to specific disciplines.

CONCLUSIONS

The results reflect the need for assessment at the department level. Without conducting well-structured and regular assessments, as an institution, we will not be able to determine whether or not we are meeting our students' needs.

The results were not conclusive begging the question, is it enough for students to have only one basic communication course?

In addition, we need to ask whether or not students are able to acquire the necessary skills through the Speech-101 course.

We also need to determine the needs of C2C programs regarding communication skills. For this assessment, we were not able to include their students. In that sense, we need to determine how those skills are assessed at each program level as well as to identify how the communication-based competencies are established at the program level.

RECOMMENDATIONS

Each program must be able to assess communication competencies to ensure appropriate skills are being developed in the classroom.

Each program must develop relevant assessment practices to evaluate to which extent students have achieved communication skills.

Measure advanced skills in communication as identified by the National Communication Association (NCA). Advanced skills require both identification of the goals and the behavioral component of managing the goals, both of which require adaptability.

Advance skills include being able to understand people from other cultures, organizations, or groups; ability to understand others to manage conflict better.

Although this assessment was implemented in a general education setting, it needs to be replicated in other programs, especially those in C2C.

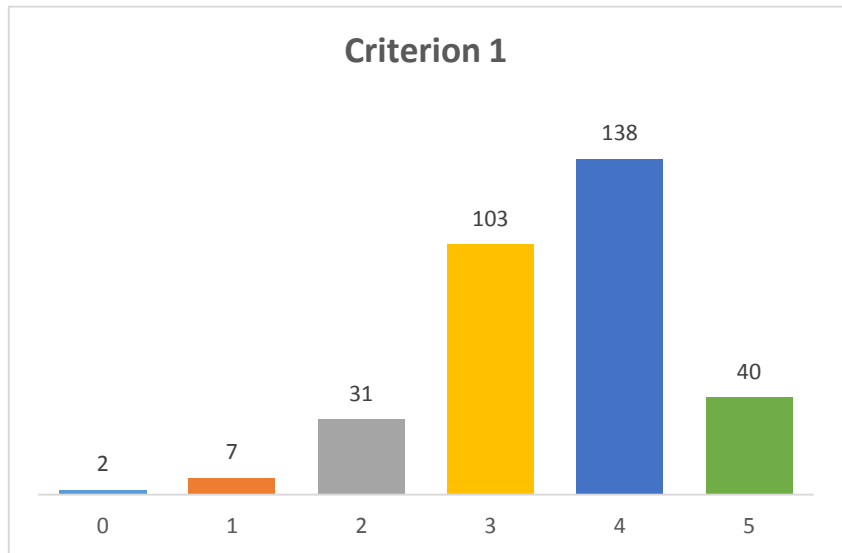
For future assessments and to increase consistency in assessment of student competencies, how to create the best possible tool with which to examine their work has to become a priority.

APPENDIX 1: DATA RESULTS

ALL PARTICIPATING STUDENTS

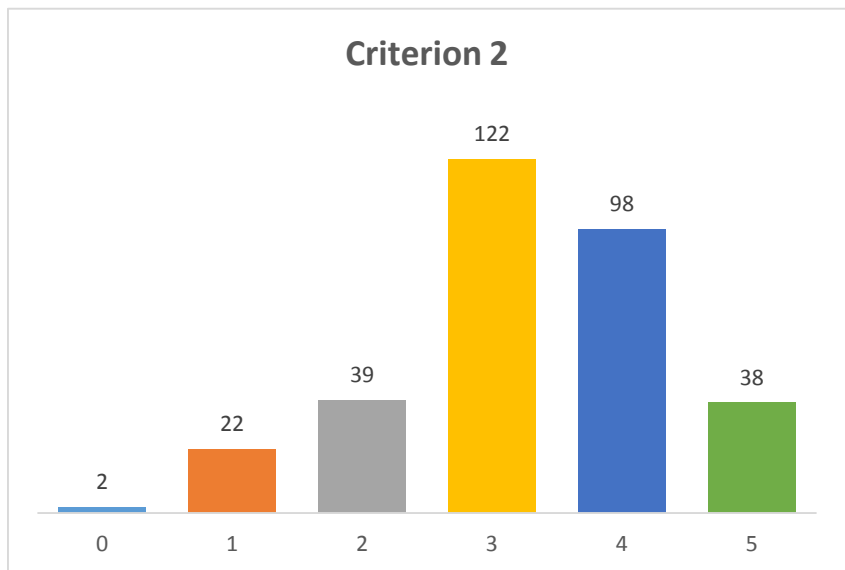
Criterion 1: Has a clear focus

	Frequency	Percent
0	2	0.6%
1	7	2.2%
2	31	9.7%
3	103	32.1%
4	138	43.0%
5	40	12.5%
Total	321	100.0%



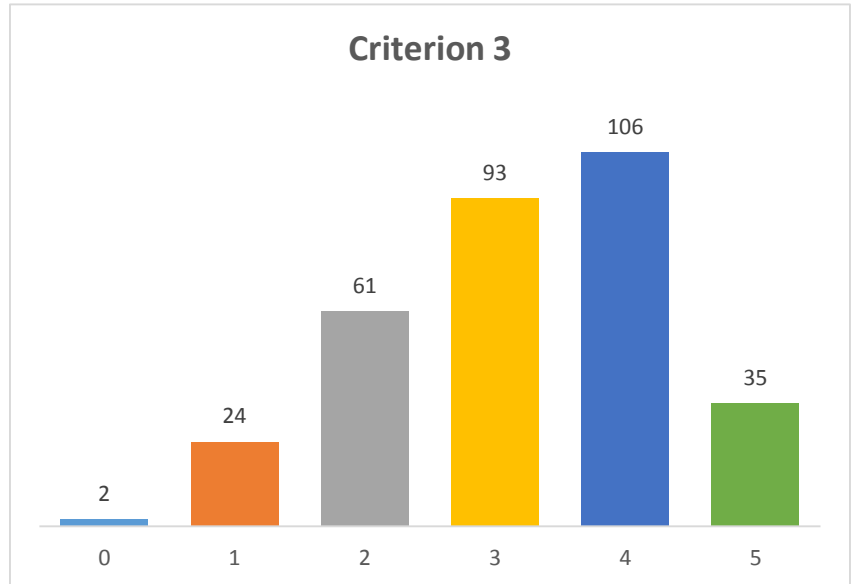
Criterion 2: Has appropriate and accurate evidence

	Frequency	Percent
0	2	0.6%
1	22	6.9%
2	39	12.1%
3	122	38.0%
4	98	30.5%
5	38	11.8%
Total	321	100.0%



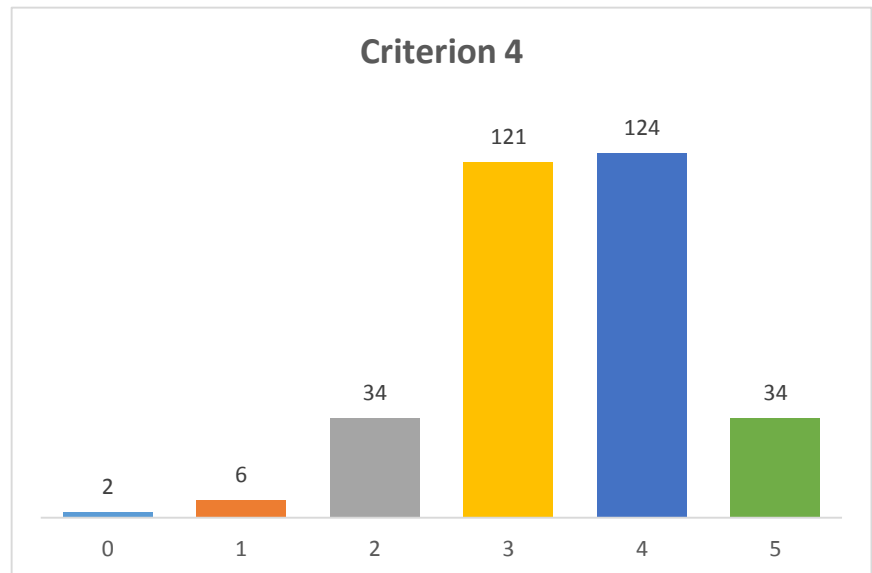
Criterion 3: Has a coherent organizational structure

	Frequency	Percent
0	2	0.6%
1	24	7.5%
2	61	19.0%
3	93	29.0%
4	106	33.0%
5	35	10.9%
Total	321	100.0%



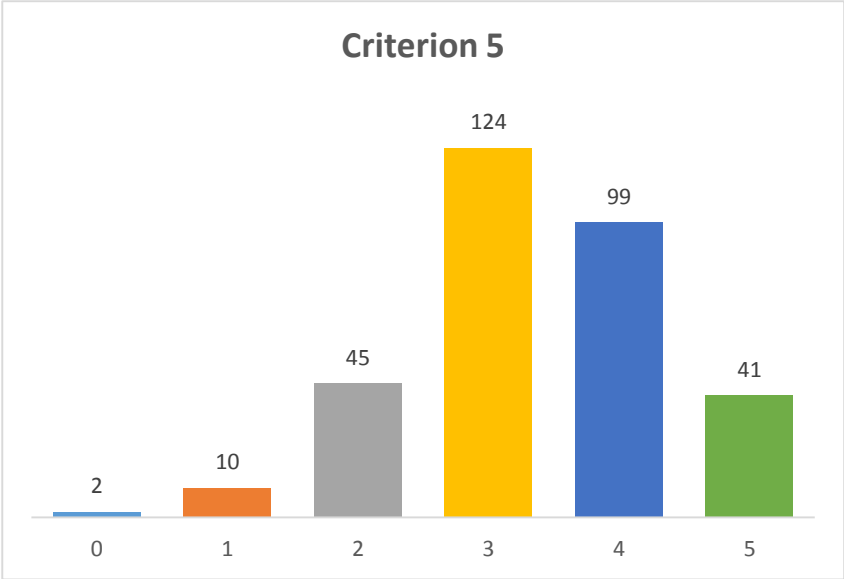
Criterion 4: Uses precise, appropriate, and mechanically-sound language

	Frequency	Percent
0	2	0.6%
1	6	1.9%
2	34	10.6%
3	121	37.7%
4	124	38.6%
5	34	10.6%
Total	321	100.0%



Criterion 5: Has effective oral communication skills

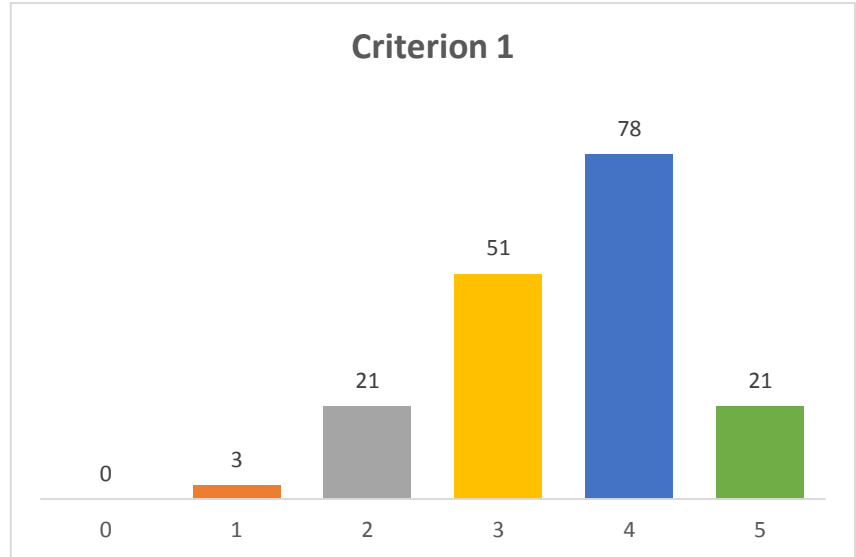
	Frequency	Percent
0	2	0.6%
1	10	3.1%
2	45	14.0%
3	124	38.6%
4	99	30.8%
5	41	12.8%
Total	321	100.0%



Results for students who had not taken Speech 101 previously

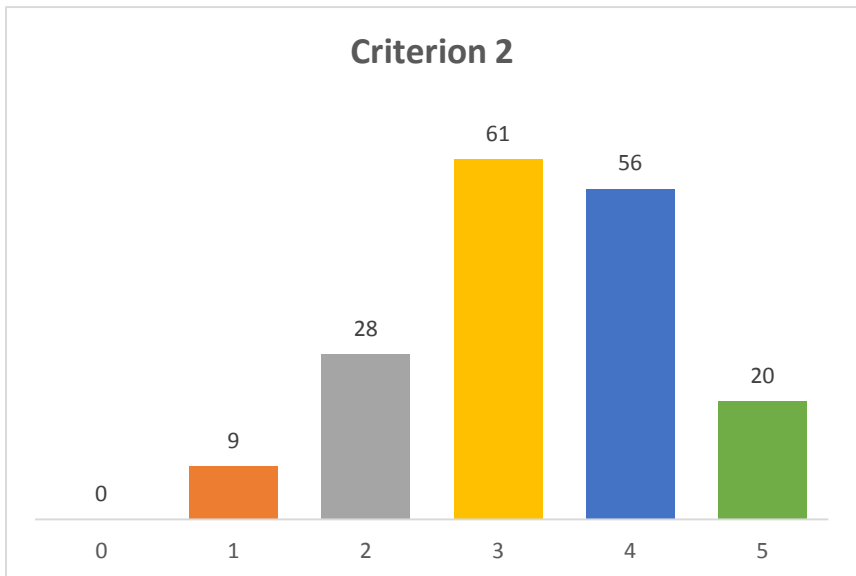
Criterion 1: Has a clear focus

	Frequency	Percent
0	0	0.0%
1	3	1.7%
2	21	12.1%
3	51	29.3%
4	78	44.8%
5	21	12.1%
Total	174	100.0%



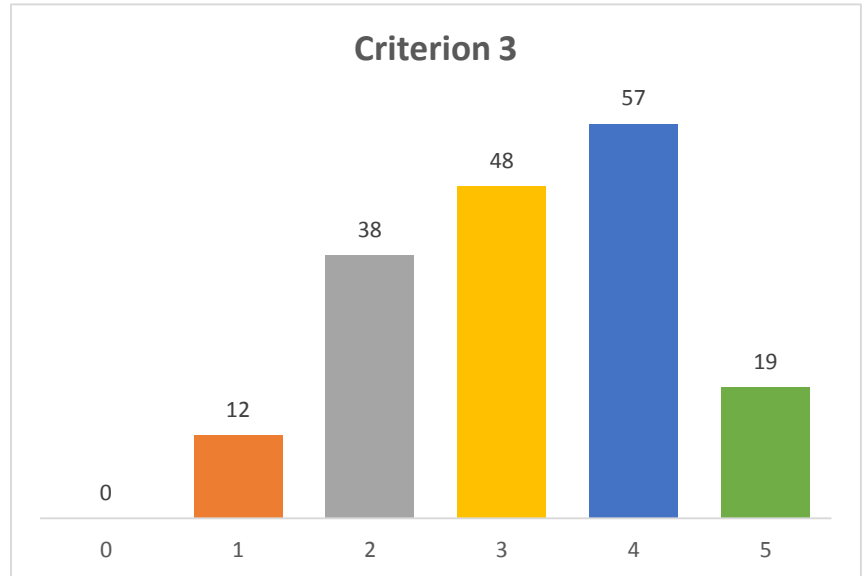
Criterion 2: Has appropriate and accurate evidence

	Frequency	Percent
0	0	0.6%
1	9	5.2%
2	28	16.1%
3	61	35.1%
4	56	32.2%
5	20	11.5%
Total	174	100.0%



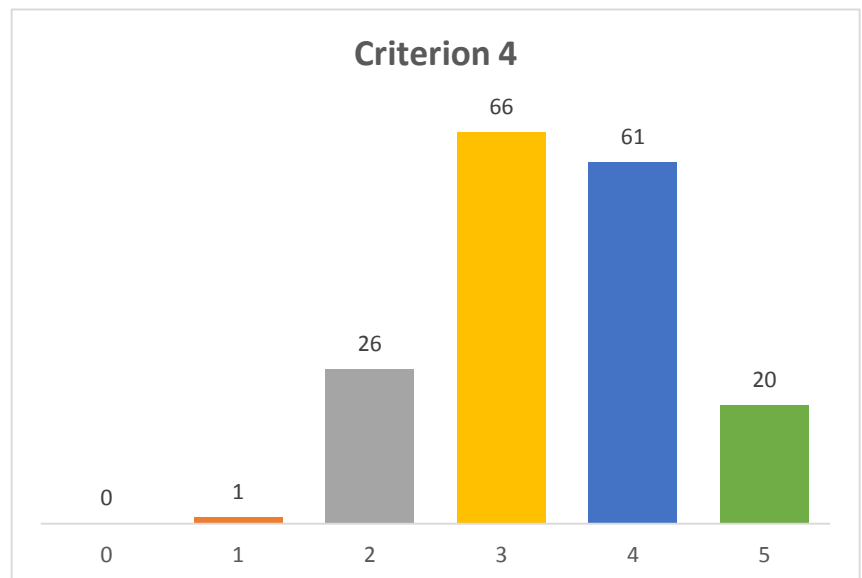
Criterion 3: Has a coherent organizational structure

	Frequency	Percent
0	0	0.0%
1	12	6.9%
2	38	21.8%
3	48	27.6%
4	57	32.8%
5	19	10.9%
Total	174	100.0%



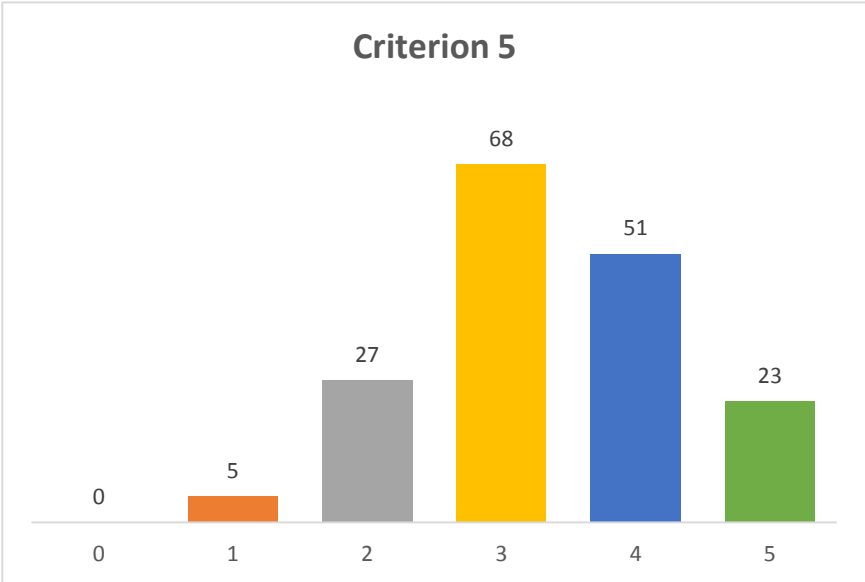
Criterion 4: Uses precise, appropriate, and mechanically-sound language

	Frequency	Percent
0	0	0.0%
1	1	0.6%
2	26	14.9%
3	66	37.9%
4	61	35.1%
5	20	11.5%
Total	174	100.0%



Criterion 5: Has effective oral communication skills

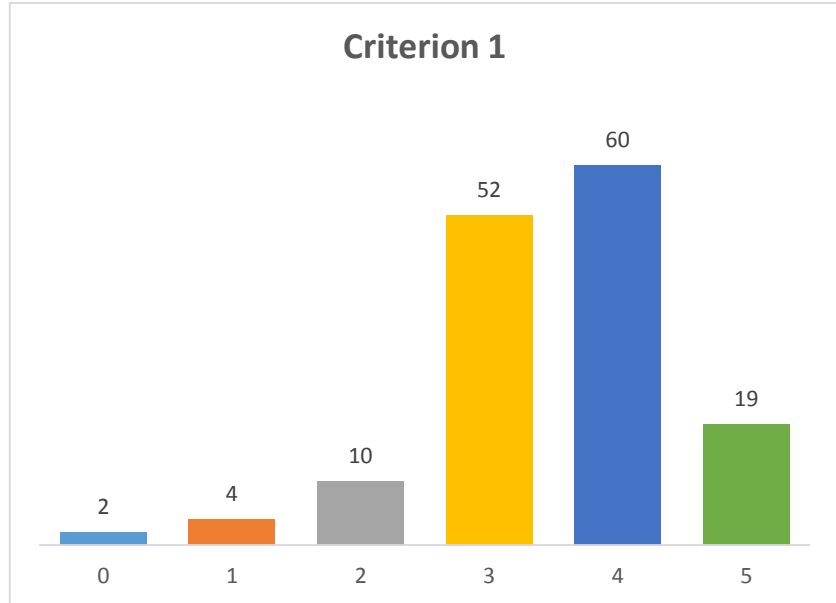
	Frequency	Percent
0	0	0.0%
1	5	2.9%
2	27	15.5%
3	68	39.1%
4	51	29.3%
5	23	13.2%
Total	174	100.0%



Results for students who had taken Speech 101 previously

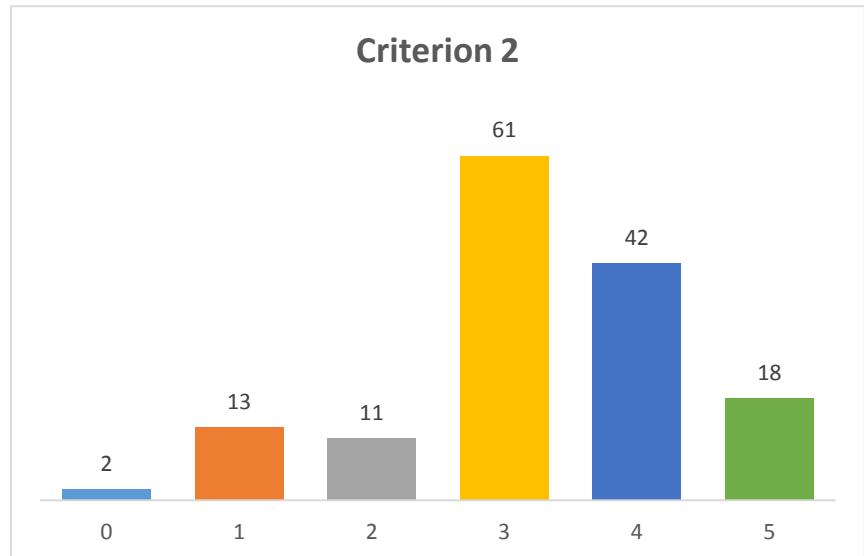
Criterion 1: Has a clear focus

	Frequency	Percent
0	2	1.4%
1	4	2.7%
2	10	6.8%
3	52	35.4%
4	60	40.8%
5	19	12.9%
Total	147	100.0%



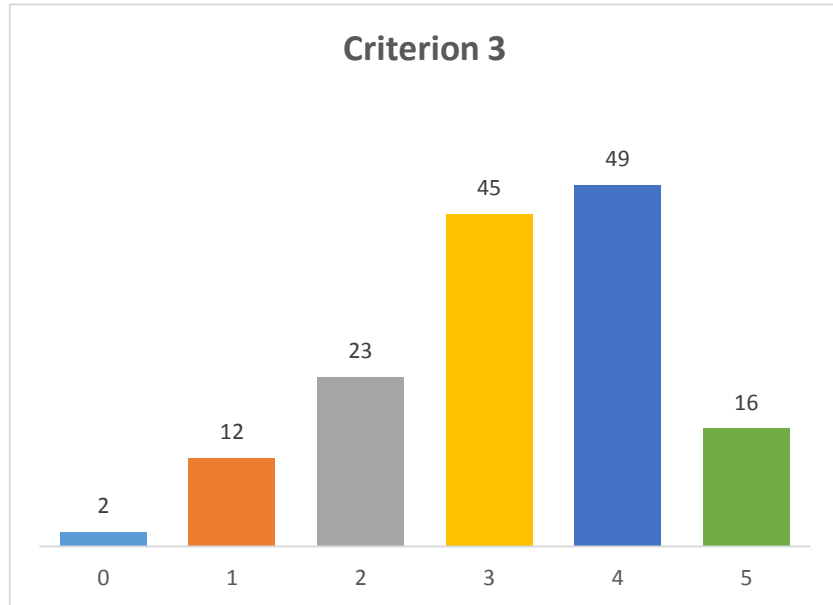
Criterion 2: Has appropriate and accurate evidence

	Frequency	Percent
0	2	1.4%
1	13	8.8%
2	11	7.5%
3	61	41.5%
4	42	28.6%
5	18	12.2%
Total	147	100.0%



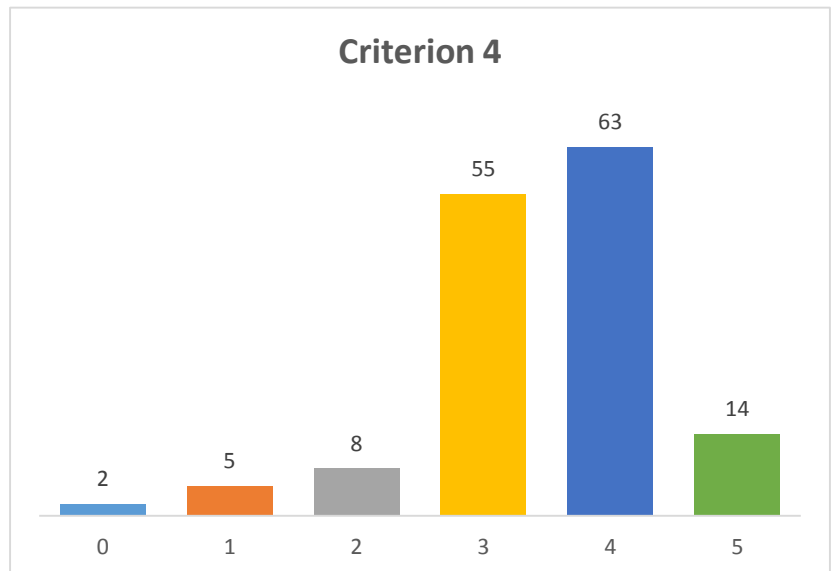
Criterion 3: Has a coherent organizational structure

	Frequency	Percent
0	2	1.4%
1	12	8.2%
2	23	15.6%
3	45	30.6%
4	49	33.3%
5	16	10.9%
Total	147	100.0%



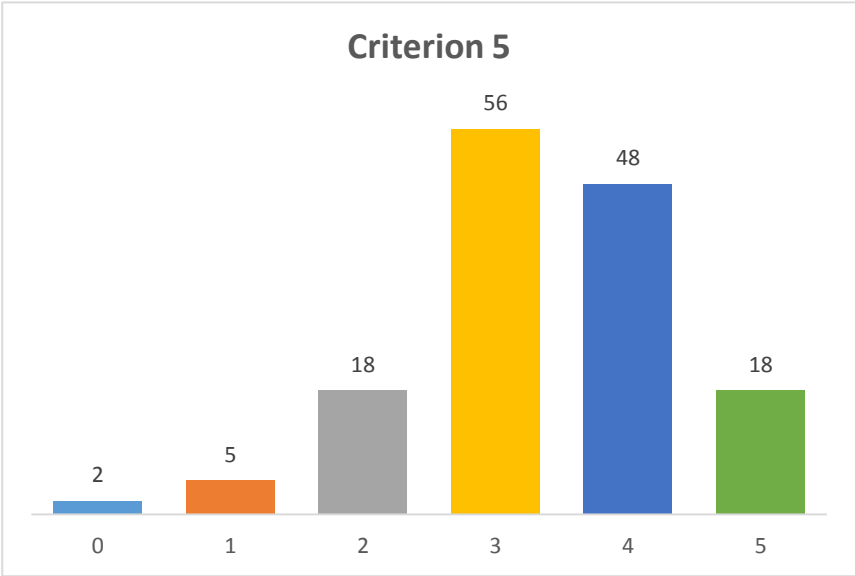
Criterion 4: Uses precise, appropriate, and mechanically-sound language

	Frequency	Percent
0	2	1.4%
1	5	3.4%
2	8	5.4%
3	55	37.4%
4	63	42.9%
5	14	9.5%
Total	147	100.0%

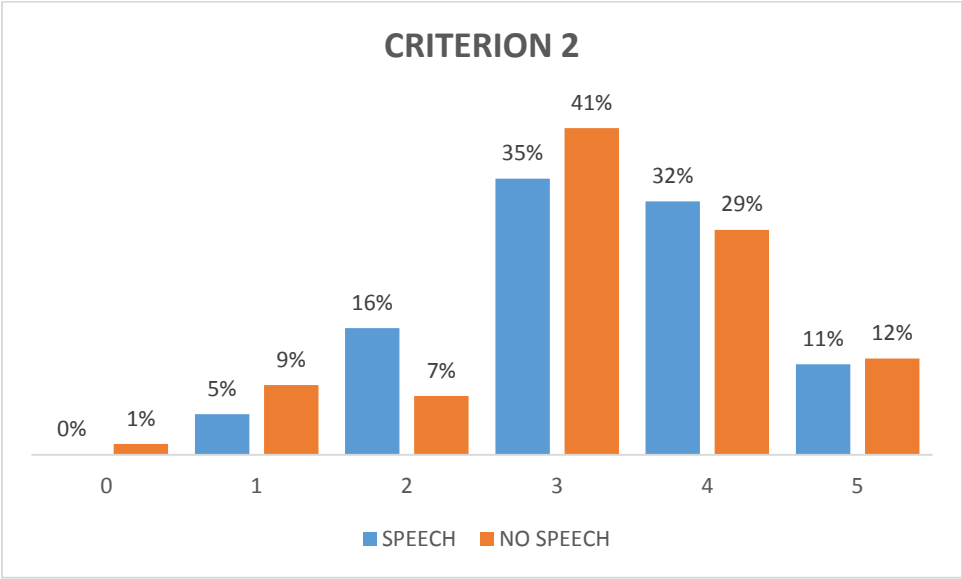
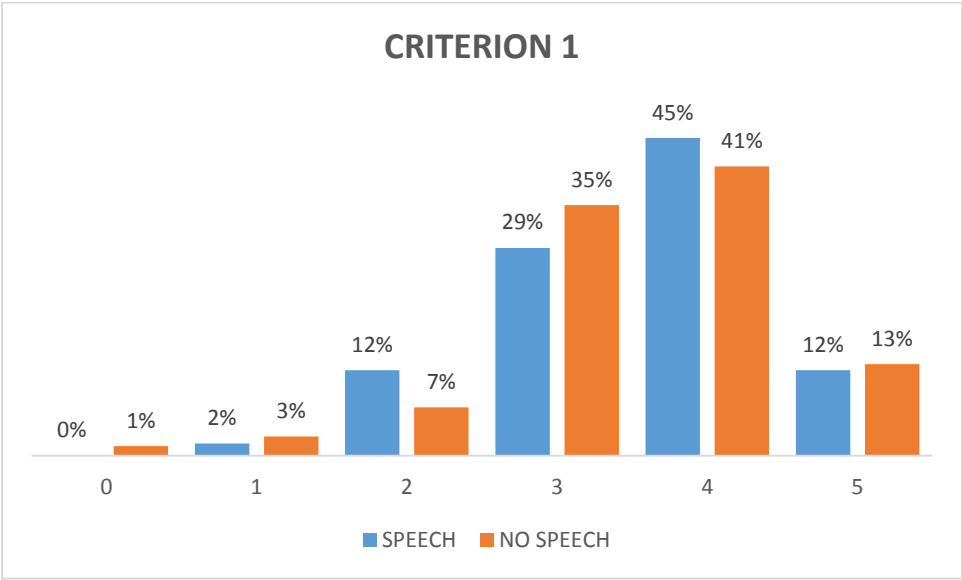


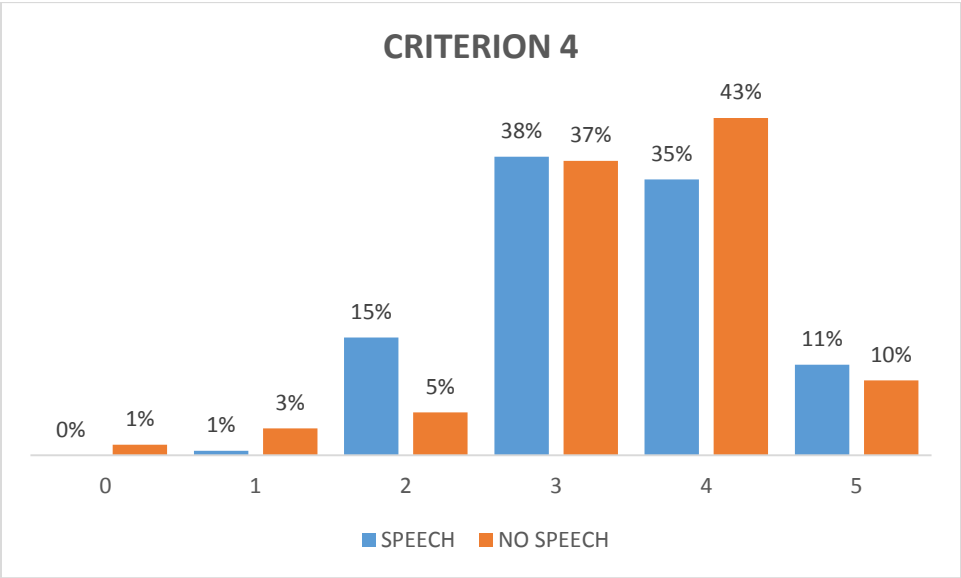
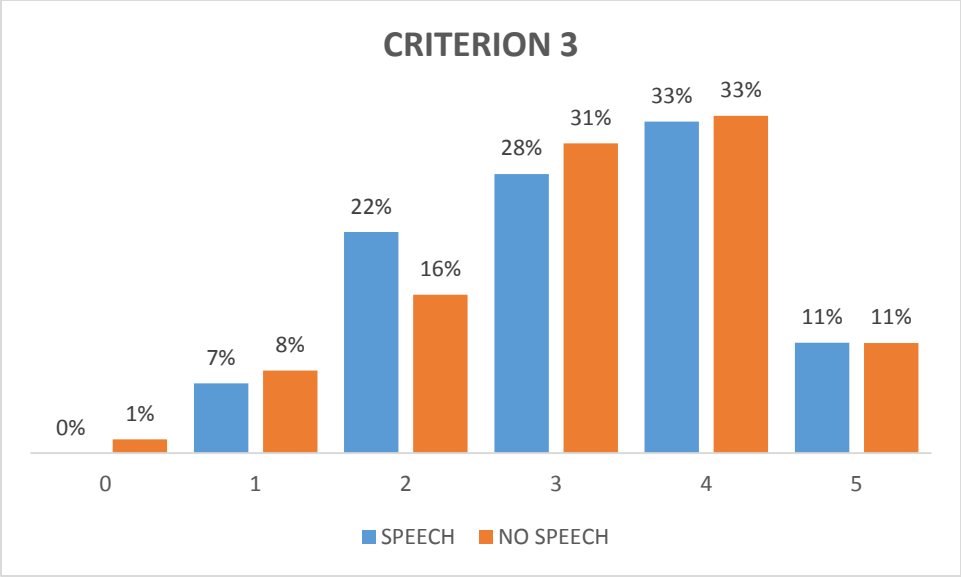
Criterion 5: Has effective oral communication skills

	Frequency	Percent
0	2	1.4%
1	5	3.4%
2	18	12.2%
3	56	38.1%
4	48	32.7%
5	18	12.2%
Total	147	100.0%

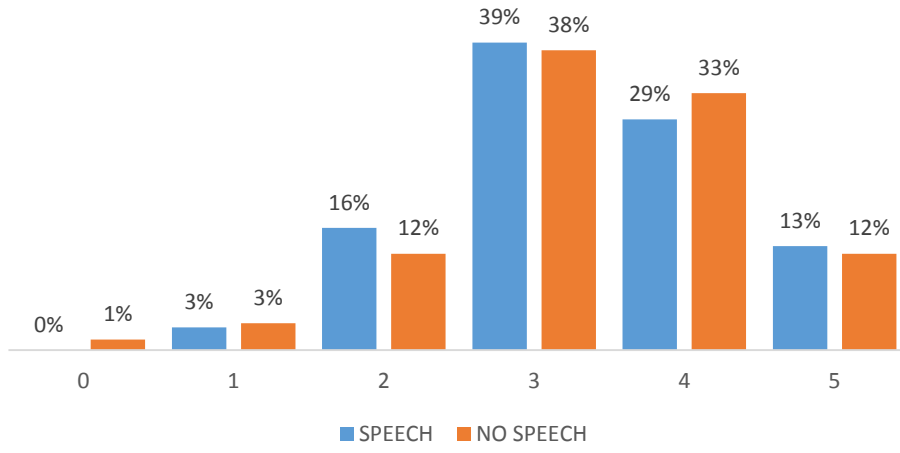


Graphic comparison of the two groups





CRITERION 5



APPENDIX 2: DEMOGRAPHICS

Participating Courses
Afro-Am 101
Bio 209
Bio 226
Bio 227
ENG 098
ENG 100
ENG 101
ENG 102
Lit 110
Math 099
Micro 233
SOC 205
Speech 101
Theater 133

Course	Count
Afro-Am 101	57
Bio 209	9
Bio 226	6
Bio 227	62
ENG 098	17
ENG 100	10
ENG 101	13
ENG 102	12
LIT 110	6
Math 099	20
Micro 233	22
SOC 205	29
Speech 101	37
Theater 133	21
Grand Total	321

Courses participating during the spring 2016 semester

Course	Count
Afro-Am 101	53
Bio 209	9
Bio 226	6
Bio 227	62
ENG 098	5
ENG 100	10
ENG 101	13
ENG 102	12
LIT 110	6
Math 099	20
Speech 101	37
Theater 133	6
Grand Total	239

Courses participating during the fall 2015 semester

Course	Count
Afro-Am 101	4
ENG 098	12
Micro 233	22
SOC 205	29
Theater 133	15
Grand Total	82

Courses and Number of Sections

Course	# of Sections
Afro-Am 101	3
Bio 209	1
Bio 226	1
Bio 227	3
ENG 098	2
ENG 100	1
ENG 101	1
ENG 102	1
LIT 110	1
Math 099	1
Micro 233	1
SOC 205	1
Speech 101	4
Theater 133	1
Grand Total	22

Courses by Gender

Course	Female	Male	Total
Afro-Am 101	42	15	57
Bio 209	7	2	9
Bio 226	5	1	6
Bio 227	51	11	62
ENG 098	11	6	17
ENG 100	7	3	10
ENG 101	9	4	13
ENG 102	9	3	12
LIT 110	4	2	6
Math 099	17	3	20
Micro 233	20	2	22
SOC 205	20	9	29
Speech 101	18	19	37
Theater 133	13	8	21
Grand Total	233	88	321

Ethnicity and Gender

Ethnicity	Female	Male	Total
Am. Indian	1	0	1
Asian	9	4	13
Black	123	42	165
Hispanic	76	33	109
Multi-Racial Non-Hispanic	4	0	4
Not Specified	4	1	5
White	16	8	24
Grand Total	233	88	321

Courses by Ethnicity

Course	Am. Indian	Asian	Black	Hispanic	Multi-Racial Non-Hispanic	Not Specified	White	Grand Total
Afro-Am 101	1		45	8	1	2		57
Bio 209		1	2	3			3	9
Bio 226			1	4			1	6
Bio 227		11	19	21		1	10	62
ENG 098			12	5				17
ENG 100			5	5				10
ENG 101		1	4	7			1	13
ENG 102			4	6		1	1	12
LIT 110			3	3				6
Math 099			13	6	1			20
Micro 233			8	10			4	22
SOC 205			17	9			3	29
Speech 101			18	18			1	37
Theater 133			14	4	2	1		21
Grand Total	1	13	165	109	4	5	24	321

APPENDIX 3: STATISTICS

Student who had not taken the course Speech 101 ($n = 174$)

	N	Minimum	Maximum	Mean	Std. Deviation
Q_01	174	1	5	3.53	.916
Q_02	174	1	5	3.29	1.036
Q_03	174	1	5	3.19	1.109
Q_04	174	1	5	3.42	.901
Q_05	174	1	5	3.34	.989
Valid N (listwise)	174				

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q_01	50.875	173	.000	3.534	3.40	3.67
Q_02	41.862	173	.000	3.287	3.13	3.44
Q_03	37.942	173	.000	3.190	3.02	3.36
Q_04	50.075	173	.000	3.420	3.28	3.55
Q_05	44.599	173	.000	3.345	3.20	3.49

Students who had already passed the course Speech-101 ($n = 147$)

	N	Minimum	Maximum	Mean	Std. Deviation
Q_01	147	0	5	3.50	.989
Q_02	147	0	5	3.24	1.131
Q_03	147	0	5	3.19	1.161
Q_04	147	0	5	3.46	.960
Q_05	147	0	5	3.34	1.044
Valid N (listwise)	147				

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q_01	42.958	146	.000	3.503	3.34	3.66
Q_02	34.721	146	.000	3.238	3.05	3.42
Q_03	33.329	146	.000	3.190	3.00	3.38
Q_04	43.660	146	.000	3.456	3.30	3.61
Q_05	38.807	146	.000	3.340	3.17	3.51

All students in the assessment ($n = 321$)

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Q_01	321	3.52	.949	.053
Q_02	321	3.26	1.079	.060
Q_03	321	3.19	1.131	.063
Q_04	321	3.44	.927	.052
Q_05	321	3.34	1.013	.057

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Q_01	66.468	320	.000	3.520	3.42	3.62
Q_02	54.216	320	.000	3.265	3.15	3.38
Q_03	50.529	320	.000	3.190	3.07	3.31
Q_04	66.417	320	.000	3.436	3.33	3.54
Q_05	59.127	320	.000	3.343	3.23	3.45

Totals

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Total_Score	321	16.7539	4.21439	.23522

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total_Score	321	.00	25.00	16.7539	4.21439
Valid N (listwise)	321				

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Total_Score	71.225	320	.000	16.75389	16.2911	17.2167

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Total_Score	147	16.7279	4.35820	.35946

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total_Score	147	.00	25.00	16.7279	4.35820
Valid N (listwise)	147				

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Total_Score	46.536	146	.000	16.72789	16.0175	17.4383

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Total_Score	174	16.7759	4.10150	.31093

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total_Score	174	9.00	25.00	16.7759	4.10150
Valid N (listwise)	174				

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Total_Score	53.953	173	.000	16.77586	16.1621	17.3896

APPENDIX 4: RUBRIC