Figure 1: **SPRING 2007 SUMMARY REPORT - O FOCUS - ALL SECTIONS -**

% of Course Focusing on Oral Communication Activities - Rescaled

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 50</td>
<td>2.4%</td>
<td>15.5%</td>
</tr>
</tbody>
</table>

Replies 168; Forms 171

Figure 2:

**HCC O-Focus Evaluation - Spring 2007**

Q3: Who is the instructor of this O Focus class?

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Canubida</td>
<td>12.0%</td>
<td>20</td>
</tr>
<tr>
<td>K. Doss</td>
<td>22.2%</td>
<td>37</td>
</tr>
<tr>
<td>L. Elicker</td>
<td>19.8%</td>
<td>33</td>
</tr>
<tr>
<td>A. Yoshida</td>
<td>46.1%</td>
<td>77</td>
</tr>
</tbody>
</table>

Replies 167; Forms 171

Q4: Which of the following is this course?

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 151 MW 11:30 AM</td>
<td>12.4%</td>
<td>21</td>
</tr>
<tr>
<td>SP 151 MW 8:30 AM</td>
<td>10.0%</td>
<td>17</td>
</tr>
<tr>
<td>SP 151 W 5 PM (Doss)</td>
<td>11.8%</td>
<td>20</td>
</tr>
<tr>
<td>SP 151 TR 8:30 AM</td>
<td>10.0%</td>
<td>17</td>
</tr>
<tr>
<td>SP 151 TR 10 AM (Elicker)</td>
<td>8.8%</td>
<td>15</td>
</tr>
<tr>
<td>SP 151 TR 11:30 AM</td>
<td>10.6%</td>
<td>18</td>
</tr>
<tr>
<td>SP 151 TR 1:30 PM</td>
<td>12.4%</td>
<td>21</td>
</tr>
<tr>
<td>SP 251 AM 11:30 AM</td>
<td>11.8%</td>
<td>20</td>
</tr>
</tbody>
</table>

Replies 170; Forms 171

Q5: What is your class standing:

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>50.6%</td>
<td>83</td>
</tr>
<tr>
<td>Sophomore</td>
<td>31.1%</td>
<td>51</td>
</tr>
<tr>
<td>Junior</td>
<td>5.5%</td>
<td>9</td>
</tr>
<tr>
<td>Senior</td>
<td>2.4%</td>
<td>4</td>
</tr>
<tr>
<td>Graduate</td>
<td>1.2%</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>9.1%</td>
<td>15</td>
</tr>
</tbody>
</table>

Replies 164; Forms 171

Q6: What is your ultimate ACADEMIC GOAL?

<table>
<thead>
<tr>
<th>Academic Goal</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A</td>
<td>25.6%</td>
<td>42</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>15.2%</td>
<td>25</td>
</tr>
<tr>
<td>A.T.S.</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>B.A.</td>
<td>40.2%</td>
<td>66</td>
</tr>
<tr>
<td>Undecided</td>
<td>18.9%</td>
<td>31</td>
</tr>
</tbody>
</table>

Replies 164; Forms 171

Q7: Have you declared a major, program, or do you know what field of study you intend to pursue?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>80.0%</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>20.0%</td>
<td>14</td>
</tr>
</tbody>
</table>

Replies 70; Forms 171

Q8: If Yes, what is your intended major/program?

<table>
<thead>
<tr>
<th>Major/Program</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>39.5%</td>
<td>62</td>
</tr>
<tr>
<td>Fire</td>
<td>8.9%</td>
<td>14</td>
</tr>
<tr>
<td>Communication Arts</td>
<td>2.5%</td>
<td>4</td>
</tr>
<tr>
<td>CENT</td>
<td>1.9%</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>47.1%</td>
<td>74</td>
</tr>
</tbody>
</table>

Replies 157; Forms 171

Q9: If other, what is your intended major/program?

<table>
<thead>
<tr>
<th>Other Major/Program</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A.S./Automotive</td>
<td>2.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Accounting</td>
<td>2.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Business</td>
<td>2.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Commercial Aviation</td>
<td>2.0%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>7.0%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Replies 157; Forms 171
2.0%;  2 Education
2.0%;  2 EIMT
3.0%;  3 Electrical Engineering
58.0%;  58 Other

Replies 100; Forms 171

- OESM (Occupational Environmental Safety & Health)
- pre-dentistry, business
- B.A Economics
- I am still in high school so I have not decided yet
- My intended majors are microbiology, music performance, Spanish and Youth Ministry. I am still in high school so I have time to chose a school to go to.
- Occupational Environmental Safety Management
- Economics/History
- Humanities with a concentration on Literature
- Digital Media at Leeward Community College
- animal sciences
- Information Technology
- My intended major is Nursing. I want to become a OBGYN so that I can work with children.
- Human services with a degree in Early Childhood Education
- B.S. Chemistry, B.Mus. Music
- eimt
- None, I'm a post-baccalaureate taking one class at HCC and not pursuing any degree/program.
- Animal Science
- Mit programs
- Television Production
- Biology
- commercial avitaion
- E.I.M.T.
- nursing
- political science
- early childhood education
- nursing
- None.
- Mathematics & Chemistry
- After getting liberal arts I will go to be a pilot.
- culinary arts
- secondary education
- child development
- Radiology Technician
- nursing
- Either BS in mechanical engineering or masters in physical therapy.
- Film Editing
- EMIT
- COSM/liberal
- Architecture
- sheet metal
- undecided
- civil engineering
- Administration of justice and then take criminal justice
- auto body and repair
- something in the medical field
- Undecided as of yet.
- early childhood education (ECE)
- Criminal justice
- Commercial Aviation, Aviation Buisiness Managementnt
- Commercial Aviation, Aviation Buisiness Management
- psychology
- Fashion Tech and Marine Biology
- ??
- Teaching Pre-educational and then become masters in this field.
- Special Education
- engineering
- education
- Human Services Community Services
- accounting
- Auto body repair and refinishing
- Auto Body Repair & Painting
- certificate in OESM
Q10: Please briefly describe the oral communication assignments required for this class.

- The oral communication assignments for this class, had been a challenging and was fun to do.
- Answering questions from the text, Tests. Group speech, informative speech, persuasive speech
- Preparing outlines for 3 speeches, group assignments, and text work.
- We had to do an informative speech in front of classmates and Ms. Doss.
  We were assigned to work on outline and visual aids.
- we must have 3 speeches
- Current events speech
  Group Speech
  Informative Speech
  Persuasive Speech
- Group Speech, Informative Speech, and Persuasive Speech, Current Events
- We had three speeches to present: group informative speech, individual informative speech, and an individual persuasive speech.
- To read and recognize the different aspects and importance of communication. To be able to effectively present my ideas in spoken presentations.
- We had to present three speeches. One was a group informative speech were we taught the class about a particular topic of our choice. The next speech was an informative speech were we gave an individual speech on a topic of our own choice. And the last speech is a persuading speech were we give information on a given topic and we debate why we are for what our topic is.
- Present a current event speech, group informative speech, individual informative speech and individual persuasive speech with an outline and visual presentation.
- Group speech, current events presentation, informative speech, and persuasive speech
- Speech giving with topics.
- Current Events Presentation
- Group Presentation
- Informative Speech
- Persuasive Speech
- The oral communication assignments for this class, had been a challenge, but I enjoyed doing the work.
- Group Speech
  Individual Speech
  Per Speech
- All speeches needed to be given with outlines. Three exams also needed to be taken.
- informative speech
- persuasive speech
- group speech presentation
- persuasive speeches, informative speech, and entertaining speech. three exams.
- three exams, three speech
- reading assignments, 4 presentational speeches, tests
- personal and public speaking
- we did everything from introduction, group informative, and other types of public speech.
- All speeches with outlines. Also three exams needed to be taken
- I did four major speeches for the class. The was an introductory speech, special occasions speech, persuasive and informative.
- Speech Presentation
- We had three major speeches that we need to do in order to pass, we also had a few assignments due and lectures almost everyday
- Wrote a few speeches
- we did persuasive, informative, and entertaining speeches
- To inform others on our information, as well as entertain our audience. We had to keep our topic audience relevant so the whole class could relate to our speech.
- we did four speeches. we did informational, persuasive, Intro speeches and Entertainment speeches.
- idk
- Introductory Speech
  Group Informative Speech
  Persuasive Speech
  Presentation/ Acceptance Speech
- Introductory speech, Group informative speech, Persuasive, and acceptance speech
• do three speeches and make outlines
• introduction informative persuasive
• There was the introductory speech where we introduced ourselves. Then the informative group speech where we informed the audience of a topic. The persuasion speech was next where we persuaded people on a topic of our choice that we felt strong for. Last was the award acceptance speech where we accepted awards properly.
• not sure
• We had to orally give extemporaneous speeches in the persuasive, informative, group informative, and acceptance formats.
• We gave individual speeches on introductory, problem and solution and group speeches on informative and acceptance speech.
• we had to give a number of speeches in front of the class for about 5-8. these speeches consisted of introductory, a group informative, a persuasive and an acceptance speech.
• introductory, group, persuasive, presentation, and acceptance.
• 3 Required speeches which included an informative speech, introduction speech, and a persuasion speech.
• There were three major assignments required for this class. An Introductory, Informative and Persuasive speech.
• We were required to write several papers and prepare several speeches for class. The assignments tested our writing and speaking skills.
• informative, persuasive speaking
• group, individual informative, individual persuasive
• It is very easy if you do the homework right
• We were required to give three speeches, one in a group informative style, and the other two individual as informative style and persuasive style.
• This class need the student be able to present and talk to the customers and everybody that related to this job.
• Three speeches: one group and two individual.
• to research, practice, and present oral reports and have ways to better speak with others.
• The oral communication assignments included a seven-minute discussion of a current event, a 20-minute group presentation by four (4) members, a five-minute individual informative speech, and a five-minute individual persuasive speech.
• Use class lectures and apply them to your speeches. Must show how we can effectively communicate in speeches
• Speeches and group and solo, The art of communication
• one on self a group speech and a persuasive speech
• Informative, Persuasive,
• Giving individual and group speeches. Communication types and skills.
• public speech
• 4 types of speeches; personal, informative, persuasion, group
• we had to do 4 oral presentations along with several demonstrations on communication styles.
• we were required to do speeches, three speeches alone and then one speech with a group.
• self evaluation, informative, sells, group. basically to give enough information on the given topic so that the class has a general understanding.
• speech assignments
• about 5 speeches graded on the techniques learned in class
• 3 or 4 individual speeches and one group presentation.
• Very educational and gave good advice. Teacher was very knowledgeable.
• speeches, group activities and presentations
• 4 oral speech in this class
• Every other week, we are assigned a different speech objective. For example, an informative speech, a demonstrative speech, and many more. We are expected to exceed the criteria our instructor has set.
• 4 oral speech
• Very educational and gave good advice. Teacher was very knowledgeable.
• Well it was more of a review for me and more of a refresher because I took speech 151.
• lots of speeches and group communication projects informative persuasive
• I am unsure at this moment
• it was different speeches all different types
• lots and lots of speeches
• To present indiv. oral speech
to present group
interacting with other on oral assignments
• we had an informative, persuasive, demonstrative speeches and job interviews.
• there were speeches and peer evaluations and peer involvement.
• three speeches
• three speeches
• complete all of the speeches and activities
• three speeches
• first speech was a basic introductory speech where we learned how to put together a speech. Second speech was a group speech where we learned how to work with others on a speech. The last and final speech was a persuasive speech where we had to choose a topic and try our best to persuade our audience to believe our point of view.
• You are required to do three major speeches in the class, plus small speeches. and also do quizzes about the topics in communication.
• Being able to communicate with people of different ages and in different situations.
• 3 speeches are given though full semester to help with communication skills nervousness and other speaking
• To use the basic communication skills to present a public speech in class or public.
• to do all three oral speeches
• speech presentations
speeches
Oral assignments were given accordingly to the topic that was being taught. Speeches were given in three different varieties focusing on introductory, group, and solo projects. Communication was also practiced with great effectiveness between classmates.
three main speeches to the class, group work: assignments (in class), in-class discussions
3 speeches, a bunch of test and short in class speeches.
Oral communication assignments includes:
  Self presentation of yourself
  Group partner presentation of arguments
  Group Project on one chosen topic
  Self presentation of a persuasive topic
three speeches required to pass, introduction/informative, group, and persuasive
other class and group activities to prepare for the presentations
Oral communication assignments includes:
  Self presentation of yourself
  Group partner presentation of arguments
  Group Project on one chosen topic
  Self presentation of a persuasive topic
3 speeches informative and persuasive styles
three speeches: informative, group speech, persuasive.
Who Am I? speech, Group topic speech, and a Persuasive speech.
we were assigned to present an informative speech, then a group speech, and finally a persuasive speech.
Introduction on me
Group Speech
  Speeches about first 'who we are, second a group speech, and third a persuasive speech.
  You make three main speeches that basically helps you become open enough to talk in the front of a crowd. The speeches range from talking to the class about yourself, work in a group speech, and persuade your classmates to become active in your topic.
  Informational, persuasive, group presentation
  persuasive speech, informative speech. introductory speech
  speeches and group speeches
  Students should be able to give three speeches and it is best when student are able to explain the lesson in their own words.
  understanding informative, group, and persuasive formal speaking and techniques.
  three speeches and group work that required communication
  We had several speeches throughout the semester
  we did speeches...hencing speech 151
  We had to do at least three major speech.
  to be able to speak professionally in public and create an impact on the audience with your speech.
  We had three speeches including a group speech requiring communication with others.
  the first one was all about me, then a group one and thena persuasive one.
  Who am I? speech: about myself
    Group speech: informative speech with group members
    Persuasive speech: persuading something
  3 speeches, quizzes, class assignments
  Speech on self/ Group Speech/ Persuasive speech
    exams between each one required studies in books and on topics we discussed.
    100%
  Math, speech, English
  to be able to communicate in front of an audience
  Standing in front of the class and giving a speech, persuasively at most times.
  taught us about how to porporly speak to an aduince.
  taught us about how to properly speak to an audience.
  Present speeches in a professional manner, with concepts and strategies presented in the textbook. Students learn to evaluate the quality of speeches given by other students and work to improve their speaking skills.
  Great class to take, very entertaining.
  quizzes and speech day
  Good class that helps you improve communication skills and to better understand behaviors
  We need to write and deliver three different kinds of speeches, and also participate in various role-playing scenarios in class.
  three speeches: one about yourself, one group/individual speech, and one longer persuasive speech
  three speeches; informative, persuasive, group.
  group project, group skit, 2 individual speeches
  Personal speech, group informative speech, persuasive speech. Various class skits.
  group project, Different ways of speaking skit,informative, persuasive.
  lots of speeches. informational, group, and persuasive. lots of in class activities.
  you are to do three speeches for the whole coarse.
  Informative, Group, and persuasive speech.
  informative, group and persuasive speech.
  Informative speech, group speech, persuasive speech
  three speeches:
    informative, group, persuasive
Check your level of agreement with the following statements:

Q13: The oral communication assignments covered in this class related to the course content.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.9%</td>
<td>28</td>
<td>7</td>
<td>92</td>
</tr>
<tr>
<td>0.0%</td>
<td>0</td>
<td>23.5%</td>
<td>39</td>
</tr>
<tr>
<td>4.2%</td>
<td>16</td>
<td>23.2%</td>
<td>38</td>
</tr>
<tr>
<td>55.4%</td>
<td>92</td>
<td>55.8%</td>
<td>91</td>
</tr>
</tbody>
</table>

Replies 166; Forms 171; Mean 4.01

Q14: I became more comfortable participating in the oral communication activities required for this class.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.1%</td>
<td>28</td>
<td>4.9%</td>
<td>38</td>
</tr>
<tr>
<td>1.2%</td>
<td>2</td>
<td>23.2%</td>
<td>38</td>
</tr>
<tr>
<td>4.9%</td>
<td>8</td>
<td>23.2%</td>
<td>38</td>
</tr>
<tr>
<td>53.7%</td>
<td>88</td>
<td>53.7%</td>
<td>88</td>
</tr>
</tbody>
</table>

Replies 164; Forms 171; Mean 3.95

Q15: The instructor provided sufficient oral communication training to prepare me for the oral communication assignments.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.0%</td>
<td>26</td>
<td>3.1%</td>
<td>41</td>
</tr>
<tr>
<td>0.0%</td>
<td>0</td>
<td>25.2%</td>
<td>41</td>
</tr>
<tr>
<td>3.1%</td>
<td>5</td>
<td>25.2%</td>
<td>41</td>
</tr>
<tr>
<td>55.8%</td>
<td>91</td>
<td>55.8%</td>
<td>91</td>
</tr>
</tbody>
</table>

Replies 163; Forms 171; Mean 4.05

Q16: I feel more competent to meet the oral communication demands of my proposed profession/career.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Strongly Disagree</th>
<th>Neutral</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.5%</td>
<td>25</td>
<td>7.5%</td>
<td>46</td>
</tr>
<tr>
<td>0.6%</td>
<td>1</td>
<td>28.6%</td>
<td>46</td>
</tr>
<tr>
<td>7.5%</td>
<td>12</td>
<td>28.6%</td>
<td>46</td>
</tr>
<tr>
<td>47.8%</td>
<td>77</td>
<td>47.8%</td>
<td>77</td>
</tr>
</tbody>
</table>

Replies 161; Forms 171; Mean 3.93

For each of the following oral communication skills, please indicate which have improved as a result of taking this class.

Q18: Choosing appropriate topics

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.0%</td>
<td>159</td>
<td>5</td>
</tr>
<tr>
<td>3.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Replies 164; Forms 171; Mean 1.03

Q19: Clear organization of message

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.4%</td>
<td>159</td>
<td>1</td>
</tr>
<tr>
<td>0.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Replies 160; Forms 171; Mean 1.01

Q20: Providing strong support

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.8%</td>
<td>153</td>
<td>5</td>
</tr>
<tr>
<td>3.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Replies 158; Forms 171; Mean 1.03

Q21: Using better language

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0%</td>
<td>146</td>
<td>11</td>
</tr>
<tr>
<td>7.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Replies 157; Forms 171; Mean 1.07

Q22: Using vocal expressiveness

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.5%</td>
<td>150</td>
<td>7</td>
</tr>
<tr>
<td>4.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Replies 157; Forms 171; Mean 1.04

Q23: Adapting to an audience

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.2%</td>
<td>151</td>
<td>6</td>
</tr>
<tr>
<td>3.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Replies 157; Forms 171; Mean 1.04
| Question                                                                 | Yes % | No % | | Replies; Forms; Mean |
|-------------------------------------------------------------------------|-------|------|-----------------|
| Q24: Connecting to an audience                                          | 98.1% | 1.9% | 3 No            | 156; 171; 1.02   |
| Q25: Interpersonal communication                                        | 96.2% | 3.8% | 6 No            | 156; 171; 1.04   |
| Q26: Able to smoothly handle visual aids                               | 96.2% | 3.8% | 6 No            | 157; 171; 1.04   |
| Q27: Using body language that emphasizes the message                   | 93.6% | 6.4% | 10 No           | 157; 171; 1.06   |
| Q28: Eliminating nervous body language                                 | 93.0% | 7.0% | 11 No           | 157; 171; 1.07   |
| Q29: Using sustained eye-contact during presentations                 | 94.9% | 5.1% | 8 No            | 157; 171; 1.05   |
| Q30: Evaluating presentations for content, organization, delivery     | 98.1% | 1.9% | 3 No            | 157; 171; 1.02   |
| Q31: Giving critiques of other's presentations or performances         | 96.8% | 3.2% | 5 No            | 157; 171; 1.03   |
| Q32: Maintaining poise during a presentation                           | 94.9% | 5.1% | 8 No            | 157; 171; 1.05   |
| Q33: Small group discussion                                            | 96.2% | 3.8% | 6 No            | 156; 171; 1.04   |
| Q34: What suggestions do you have for improving the oral communication assignments of this course? |
| • none                                                                  |       |      |                 |                  |
| • None                                                                  |       |      |                 |                  |
| • we should be freed to choose our own group members for group presentation because some hard working students equally get bad grade if other group members mess the presentation. it is not fair for those who work extra hard | | | |
| • Nothing, I find this class very educational and would recommend this teacher to future students taking this course. | | | |
| • I suggest that we actually are required to practice in small groups of our own individual speeches before actually presenting them so | | | |
that we can get some criticism

- none
- I understand that group speeches were apart of the course, however I feel that working in groups as a college student is very difficult. We all different schedules, live all over the island, and have other obligations such as work and other classes. I found it really hard to find a lot of time to be able to work with my group. We managed to pull it off but the process of it was really stressful.
- The instructors methods of presenting the class was appropriate and knowledgeable. I see no need for changes
- None.
- no group speeches!!!!!!
- Do more oral assignments. Make them short but more of them. There was some tests that could be done without.
- I wish that we had one more group speech. If not that I wish our speeches could of been longer because we had a limited time to do it. Other then that I enjoyed being in SPEECH 151. Hopefully in the future the school will have more O-Focus classes.
- She did an excellent job as our instructor.
- nothing she good
- instead of test how about small quizzes in the beginning of class over the reading assignment
- nothing
- I think that in the course they should include speeches that are much more interesting and also fun.
- Give the students more time to prepare, everything seemed so rushed.
- I don't have any suggestions
- I don't have any suggestions the assignments were great
- More speeches in class to help people become more open with others
- None they were organized greatly
- show us a video to prepare us for our very first speech
- nothing. it was awesome
- None
- none
- Nothing this class was great and I the teacher was awesome. I am more bold and confident in speaking in front of people. Mrs.. Ellicker is a teacher I will not forget!
- none
- None
- a little more time preparing for some speeches. especially the persuasive.
- grading on speeches more than formal paper exams
- I believe that the oral communication assignments were really good but if anything could be improved, the amount of time we were aloud in making our speeches.
- They were all good and fun
- the only thing I can say is talk when you can its a lot of fun.
- none
- I feel that this class was awesome. No improvements need to be made for this class.
- The class was great and I wouldn't change anything!
- N/A
- none
- Work really hard
- None.
- none
- I think Ms. Doss prepared us very well and assignments, standards, and directions were clearly stated. Not much improvement if any needs to be added.
- coffee and donuts
- improp 2
- Better feedback on improving speech skills
- none
- more application of the techniques we learned
- no midterm
- maybe more exercises about eye contact
- if it ain't broke, don't fix it.
- just do good
- maybe more speakers
- NOTHING
- None, although there should be a requirement of taking SP151.
- Possibly more time in between speeches to prepare and ask questions
- nothing
- none, perfect 10
- I have no suggestions
- none, the assignments were good.
- none
- more activities!!
- make the course a little more challenging.
- Go to every single class and be prepared for each speech, never do it the day before.
- not more speeches but more group activities so that we can become more comfortable with everyone in the class instead of just a few
bullet more speeches
bullet Don't really have any suggestions, it was a great class
bullet nothing much.
bullet no suggestions necessary.
bullet I would recommend students to take this course because she is knowledgeable and helps you out whenever you need help
bullet None, it was very good.
bullet No comment
bullet more time to go over persuasive speech, it was the most difficult
bullet No comment
bullet more book work
bullet N/A
bullet I thought they were very well done-We learned small group communication as well as individual speech processes. I don't care for group projects m=but Mrs.. Yoshida was very helpful and supportive and I feel like I have grown in the process of the group work.
bullet none
bullet The only reason I clicked no was because I already knew those things. I grew up doing speech festivals so I was already trained. Other than that, the class was fun and informative.
bullet I suggest that we should have more oral communication assignments.
bullet none!!
bullet none
bullet None, Amy's teaching was very educational and I have learned tons.
bullet I have no idea
bullet N/A. Everything is great and the teacher does an excellent job.
bullet maybe more interactive activities. I learned a lot from them, so maybe more.
bullet assigning more speeches, maybe impromptu
bullet none
bullet more group projects with everyone in the class
bullet none
bullet I wish we had focused only on speech giving - no interpersonal, personal, etc. We only gave three speeches. I had counted on this class - a requirement for my major - to help me with presentation giving and we instead spent a whole lot of time on non-professional communication. I think any major that requires a speech class for professional means needs to make sure that the course content meets the needs of the student.
bullet none, I was a conducive learning environment and the lessons were well taught
bullet none
bullet More speech assignments!! It's a fun and easier way to earn a grade.
bullet I really enjoy this class. It was my fav. one this sem..
bullet Do a few more skits and cutting back a bit on all the speech jargon in the textbook that students probably won't remember. Instead highlight the important factors of speech and repeat for better retention.
bullet Nothing
bullet more interaction with all the students. more speech presentation
bullet no suggestions
bullet none
bullet Slow down the pace of teaching so we can understand how to do assignments better.
bullet I think it was great!
bullet nothing the assignments were good
bullet I think that next time we should do more activities to help us get ready for the speeches.
bullet I don't have any
bullet more fun activities
bullet none
bullet I think it is an excellent course and the teacher was extremely helpful

Q35: Please provide your comments about this O-Focus course or any aspects of the Honolulu Community College O-Focus graduation requirement.

bullet good job
bullet This was a very insightful class for me to take. I am more comfortable with giving speeches now, and know more on how to prepare for them.
bullet N/A
bullet I think that taking this class is very important for the outside world. It make you better prepared for speeches in the work place.
bullet no idea
bullet I believe that this class has helped me in preparing and delivering speeches.
bullet Kathleen offered a lot of help, especially through e-mail which help me with my speech and delivering my speech the way I wanted to. I enjoyed being in her class and liked the way she organized the class and all the help she provided when needed. Thanks!
bullet the course will be an asset to anyone joining the working community and should be available to all students.
bullet None.
bullet I LIKED IT
bullet The school needs more then one O-Focus class just in case if someone does not pass the class.
bullet A tough class to satisfy.
I like this class
none
This course was very well done and informative. I would highly suggest it.
The class was great
More O-Focus classes should be required, it makes one open to the work place
none
This course I feel is very rewarding. We all need to learn communication skills to help us go along in the future.
speech is a good class
None
none
None
its pretty helpful for the real world when we would have to give presentations for our careers or if we would have to talk to someone.
none
I believe it really helps strengthen us as students
none
Great class!
The class was awesome
best class
This class should count for a credit at UH Manoa
this course was the bomb
It is very good you should take it
Oral communication is really important to nowadays.
I enjoyed this class; it's very relaxing and appeals to my suppressed interpersonal alter-ego.
Dont know what the o-focus is.
I enjoyed this course and learned a lot from it.
none
I liked all of the activities that we had to do.
helpful because it can help you improve your communication skills
I was really skeptical about taking this class because I hate talking in front of big crowds but now I feel more confident, because the teacher was great
great
its a good requirement.
I love the class and it's exciting to learn and go up in front of the class.
I think that students should have to take an O-Focus course only because it would be good for students to learn to speak in front of other people.
this is a great class
none
nothing
thank you awesome sem.
ms yoshida is a very good teacher and she taught this course really well and I would take her class any day and recommend this course to all other students.
no comments
This course was worth every cent I paid. I don't know if it was the course or the teacher but in was a great experience........No, it was the teacher.
This class was interesting in the way we engaged in discussions and exercises
none
it prepares me to be more confident
its good to force people to face their fear of speaking in front of groups.
Its pretty good that we give insights about the classes we take, how it could be improved.
what is a o focus coarse ?
good
It was fun, and I learned alot too.
it prepares me to be more confident
it's good we have a speech class to help prepare.
no comment.
It is a great requirement because students need this kind of class to train for there real world career.
I believe a speech class should be provided only for students who are aiming for a specific course/degree.
it is good that it is a graduation requirement
I have tried to take this course two semesters previous at kcc
this course with ms. yoshida was the best
she made it as enjoyable as she could and gave information I could really use as opposed to the classes I took at kcc which I dropped
I believe a speech class should be provided only for students who are aiming for a specific course/degree.
it is good
I am a transfer student and I had taken a speech class at my previous school-it wasn't accepted as an o-focus, even though the class consisted of 4 speeches including group speeches. I had to prolong my time in school and take the class over again. While I enjoyed the class, I feel like the requirement should be extended to transfer classes, or at least they should be given a thorough examination.
none
I highly recommend this class to students that need more on speech skills and communicational skills as well. Also, students that are taking English as a second-language, it helps them to work on their speaking skills. Amy had the class become supportive to everyone that spoke.

Every student needs to be exposed to o-focus because it will help their confidence, such a job interviews to start with.

I have no idea

Good.

very good

good

EVERYTHING WAS AWESOME!!

As above, I felt that this course should have only been about professional speech giving. Preparation for the level of professionalism necessary in presenting topics for the major.

not sure

this is a great course to take in order to further education

I liked this course alot. Thank you

I believe having the O-Focus requirement is fantastic. It certainly gives students the practice they will need in the future when speaking to large bodies of people.

idk

don't know about it

no comments

made me feel more confident about speaking in front of people.

Even though I didn't think this class was necessary I found out that this class will help me in the future.

this was a very good course I enjoyed it very much...

should offer different types of oral focus classes besides speech to fulfill the requirement

it was very well taught in this class.

it made me focus in class because topics related to me and it was taught very well

This was a very good class that will me be more succesful at communicating

good
Figure 4: RESPONDENTS WERE ASKED TO IDENTIFY SPECIFIC AREAS IN WHICH THEIR ORAL COMMUNICATION SKILLS WERE IMPROVED.

Rank ordered below by the percentage of YES responses - "Choosing an Appropriate Topic" ranked highest at the top and "Interpersonal Communication" ranked lowest at the bottom.

<table>
<thead>
<tr>
<th>Areas Improved - Yes/No</th>
<th>Top Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choosing appropriate topics</td>
<td>97.0%</td>
</tr>
<tr>
<td>Clear organization of message</td>
<td>99.4%</td>
</tr>
<tr>
<td>Providing strong support</td>
<td>96.8%</td>
</tr>
<tr>
<td>Using better language</td>
<td>93.0%</td>
</tr>
<tr>
<td>Using vocal expressiveness</td>
<td>95.5%</td>
</tr>
<tr>
<td>Adapting to an audience</td>
<td>96.2%</td>
</tr>
<tr>
<td>Connecting to an audience</td>
<td>98.1%</td>
</tr>
<tr>
<td>Interpersonal communication</td>
<td>96.2%</td>
</tr>
<tr>
<td>Able to smoothly handle visual aids</td>
<td>96.2%</td>
</tr>
<tr>
<td>Using body language that emphasizes the message</td>
<td>93.6%</td>
</tr>
<tr>
<td>Eliminating nervous body language</td>
<td>93.0%</td>
</tr>
<tr>
<td>Using sustained eye-contact during presentations</td>
<td>94.9%</td>
</tr>
<tr>
<td>Evaluating presentations for content, organization</td>
<td>98.1%</td>
</tr>
<tr>
<td>Giving critiques of other's presentations/performances</td>
<td>96.8%</td>
</tr>
<tr>
<td>Maintaining poise during a presentation</td>
<td>94.9%</td>
</tr>
<tr>
<td>Small group discussion</td>
<td>96.2%</td>
</tr>
</tbody>
</table>

Figure 5: THE DEGREE TO WHICH THIS COURSE HAS HELPED TO IMPROVE VARIOUS ASPECTS OF PUBLIC SPEAKING

SORTED BY MEAN VALUES - 'Improved Organization of an Oral Presentation' (4.3) received the highest score, while 'Eliminating Nervous Body Language' (3.96) received the lowest.

(FROM 'NOT AT ALL' = 1 --> 'VERY MUCH' = 5)

Public Speaking Area Improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved organization of an oral presentation</td>
<td>4.29</td>
</tr>
<tr>
<td>Improved ability to adapt to a specific audience</td>
<td>4.25</td>
</tr>
<tr>
<td>Using effective body language during presentation</td>
<td>4.25</td>
</tr>
<tr>
<td>Improved poise/confidence during a presentation</td>
<td>4.21</td>
</tr>
<tr>
<td>Improved vocal expressiveness during presentation</td>
<td>4.20</td>
</tr>
<tr>
<td>Eliminate nervous body language</td>
<td>4.20</td>
</tr>
<tr>
<td>Improvement in evaluating presentations (content, delivery)</td>
<td>4.19</td>
</tr>
<tr>
<td>Improved your eye contact during presentations</td>
<td>4.17</td>
</tr>
<tr>
<td>Improved choosing an appropriate topic for a specific occasion</td>
<td>4.17</td>
</tr>
<tr>
<td>Improve ability to critique other's oral presentations</td>
<td>4.16</td>
</tr>
<tr>
<td>Choose strong and relevant support/details for topics</td>
<td>4.14</td>
</tr>
<tr>
<td>Improve verbal language for presentation</td>
<td>4.10</td>
</tr>
<tr>
<td>Improved choosing an appropriate topic for a specific audience</td>
<td>4.10</td>
</tr>
</tbody>
</table>
Figure 6: BAR GRAPH - STUDENT LEARNING OUTCOMES - RANK ORDERED BY MEAN VALUES

Public Speaking Area Improvement

- Improved organization of an oral presentation
- Improved ability to adapt to a specific audience
- Using effective body language during presentation
- Improved poise/confidence during a presentation
- Improved vocal expressiveness during presentation
- Eliminate nervous body language
- Improvement in evaluating presentations (content, delivery)
- Improved your eye contact during presentations
- Improved choosing an appropriate topic for a specific occasion
- Improve ability to critique other's oral presentations
- Choose strong and relevant support/details for topics
- Improve verbal language for presentation
- Improved choosing an appropriate topic for a specific audience

Mean

0.00 1.00 2.00 3.00 4.00 5.00

4.20
4.25
4.25
4.21
4.20
4.20
4.19
4.17
4.17
4.16
4.14
4.10
4.10