

Proposed Assessment Plan
For Oral and Nonverbal Communications Skills

General Education Competency

Oklahoma City Community College

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Objective: To assess the oral and nonverbal communications skills of students in general education classes at Oklahoma City Community College.

Strategy: We will assess the oral and nonverbal communication skills of 300 students in general education classes during the spring semester of 2006. To achieve satisfactory results, eighty percent of students would score 14 points or higher on the rubric developed for this purpose. A score of 14 points would indicate “acceptable” skills in oral and nonverbal communication. About half the 300 students would be assessed during their third speech in Public Address, while the other half would be assessed during an individual oral presentation in another general education course. The two different populations would be measured in an attempt to assess a cross section of the general education students. Not all students include Public Address in their curriculum, so we would want to determine whether those students who do not are developing basic oral and nonverbal skills as intrinsic components of other courses.

Methodology: A rubric to measure oral and nonverbal skills has been developed for this purpose. The rubric would be used by independent evaluators to assess the presentations of students in Public Address and in other general education courses where professors require speeches or oral reports. By using independent evaluators, we would avoid adding an additional burden to the load of professors who are teaching the courses. Independent evaluators also would increase the likelihood of collecting unbiased results because they would have no emotional or professional stake in the outcome.

Data Evaluation: The 300 students would be assessed anonymously. Also their professors' names would be omitted. However, the rubric forms would distinguish between students evaluated in Public Address classes versus those who are evaluated in other general education courses. That would allow us to analyze whether oral and nonverbal skills are better, worse or the same in the two groups.

Cost: The primary cost of this assessment would be the payments for independent evaluators. Evaluating one class normally would require attending the class for two consecutive weeks. We propose that evaluators be paid \$200 per section, which roughly equates to the rate of adjunct pay. Assuming that each class would have 20 students, the cost for evaluators would be \$3000. If we assume that each class would have 15 students, the cost for evaluators would be \$4000.

Logistics: Gwin Faulconer-Lippert and Sue Hinton, with the assistance of Dean Susan VanSchuyver, would identify the course sections to be assessed, retain the necessary number of evaluators, prepare enough copies of the rubric, collect the rubrics after the classes have been evaluated, tally and analyze the data, and prepare a report for the appropriate authorities.