**Oral Communication Faculty Learning Community 3- Year Assessment Timeline**

**(Fall 2017 – Fall 2019)**

**Fall 2017**

1. *Definition*: The first task for the Oral Communication Faculty Learning Community (OCFLC) was to finalize a definition of Oral Communication – The VALUE Rubric defines Oral Communication in the following way, “*Oral Communication is prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listener’s attitudes, values, beliefs or behaviors*.” The OCFLC added that the three primary observable outcomes of oral communication are: *content, organization, and delivery*, as such, faculty could observe those aspects of a presenter during individual presentations, as well as, group presentations within the classroom. While the OCFLC is aware that Oral Competency is not solely demonstrated via in-class presentations, the assessment of oral competency stemming from dyadic communication and small-group communication interactions will be tackled in another round of assessment in the future.

**Spring 2018**

1. *Rubric Development (Phase One)*: Go through Value Rubric and annotate for Stan State – the Oral Communication VALUE rubric is specifically designed to evaluate oral presentations of a single speaker at a time, they recommend that for group presentations each individual speaker within the group should be evaluated separately. The OCFLC will then review the existing rubrics for oral competency that exist across departments at Stan State and look for aspects that could be incorporated to the VALUE Rubric to make it more personalized/effective for students at Stan State.

**Fall 2018**

1. *Rubric Development (Phase Two)*: The second phase will involve the development of additional quantitative and qualitative questions. The OCFLC has determined that while the VALUE Rubric provides an excellent foundation for the appraisal of Oral Communication, additional inquiries will be made to target specific aspects about the subject matter, course level, student’s current grade level, and if the course in which they are presenting is a major/minor or GE course; which can easily be assessed via quantitative nominal measurement. Additionally, depending upon the subject matter, other Likert-type assessments will be added to refine, specify the areas in which the student demonstrated mastery of oral competence. Qualitative, open-ended responses will be solicited from the presenter and the faculty member in regard to what aspects at Stan State increased/decreased their ability to become competent in Oral Communication.
2. *Pilot Testing the Rubric*: For initial data analysis, reliability assessment, the members of the OCFLC will solicit students from their own courses during the Spring 2018 semester. This provides us with a preliminary data set from which we can deduce potential issues that must be addressed prior to wider distribution. The rubric will be developed into a qualtrics survey which will aide in data management.

**Spring 2019**

1. *Sampling*: Students will be sampled from both GE and non-GE courses to provide comparative analyses and yield a richer data set. Importance will be placed on both lower division courses and at-or-near graduation courses. The OCFLC will at the beginning of each semester the OCFLC will solicit participation from program chairs and instructors teaching lower and upper division sections.
2. *Data Collection*: Understanding the strain on faculty to provide another layer of assessment, as well as, securing an unbiased assessment of oral competency, the OCFLC will conduct the assessment for all of the speeches collected. To that end, student speeches will be recorded and then provided to the OCFLC for assessment utilizing the VALUE Rubric. However, iPads will be distributed to faculty and students (or they will provide them with a link to the qualtrics survey), in-class, immediately after the speech commences, to obtain additional information of interest. Faculty will respond to a series of questions about their thoughts on oral communication competence across their classes, students will respond based on their experiences across their time at Stan State.

**Fall 2019**

1. *Sustainability*: The OCFLC will help to determine ways in which the processes can be sustained and embedded. Perhaps this will be taken on by the college level assessment team. The OCFLC hopes that assessment data could be built into the curriculum to help us make better decisions based on actual data vs. general perceptions based on the higher education climate.
2. *Future Directions*: Collecting student-student perceptions of oral competency is a valuable avenue worth exploring. Assessing oral competence in dyadic and small-group interactions.

**Outcomes**:

* A standardized assessment of OC at lower and upper division levels to determine a students’ competence in individual presentations
	+ If possible/worthwhile, assess GROUP
* From students: what will increase competency, what detracts from competency
	+ Advertise what we already have that helps
	+ Advocate for other programs based on responses
* From instructors: what will increase competency, what detracts from competency
	+ Advertise what we already have that helps
	+ Advocate for other programs based on responses