

# **Assessment Report for INDS 100: Introduction to Presentational Literacy Fall 2014**

## **Assessment Plan**

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated the ability to

- Utilize civil and critical discourse and engage in dialogue.
- Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.

Assessment Activities:

- Rubric Scoring, Random Sample of Final Student Presentations
- Discussion of Results
- Development of Action Plans

Rubrics:

- Oral Communication AAC&U VALUE
- Critical Thinking AAC&U VALUE

Assessors:

- Batchelor, Communication
- Buck, History
- Griffin, Psychology

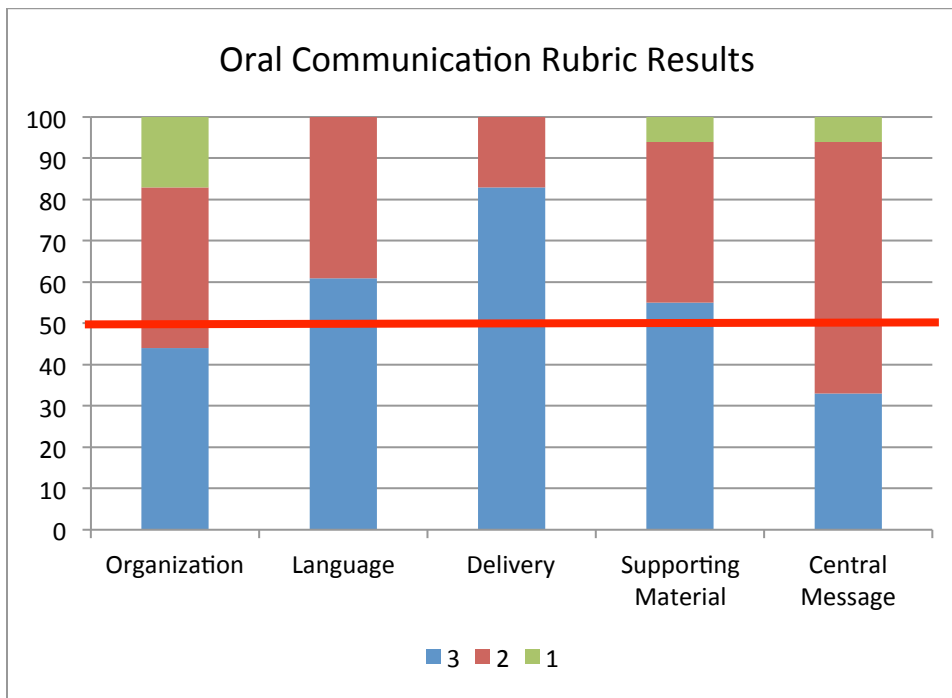
## Assessment Results

Significant Factors: INDS-100 was taught and assessed for the first time in fall 2014. It enrolls only first-year students and is a one-credit-hour course. Nine sections were taught in the fall, and six sections were taught in the spring. The initial assessment goal was to establish a baseline for future assessments.

Assessment Baseline:

**50% of students assessed will score a 2 or higher on each assessed criterion.**

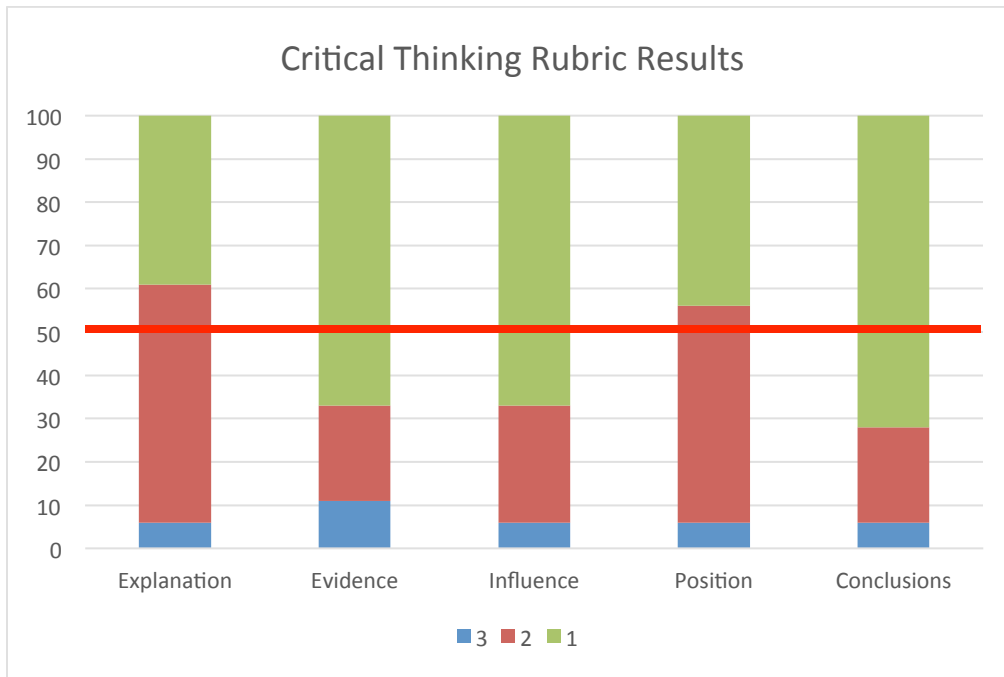
### Assessment of Oral Communication



### Oral Communication VALUE Rubric

- *Organization*: With 56% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Language*: With 39% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Delivery*: With 17% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Supporting Material*: With 39% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Central Message*: With 67% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## Assessment of Critical Thinking



### Critical Thinking VALUE Rubric

- *Explanation:* With 61% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evidence:* With 33% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Influence:* With 33% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Position:* With 66% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Conclusions:* With 28% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.

## Reflection

### Oral Communication VALUE Rubric

- *Language*: Student vocabulary often unsuited to academic discourse. Perhaps they were under the impression that their audience was not an educated audience. How can we reframe the final project so that students understand that language should match the education level/experience level of the audience?
- *Delivery*: Student presentation skills are basic, with many students merely reading their scripts.
- *Material*: Students did not understand how to select information to effectively support their position. In some cases, the material supported a position other than the one the student was seeking to advance.

### Critical Thinking VALUE Rubric

- *Conclusions*:
  - Student work evidenced scant research and insufficient support of opinions.
  - Overall, the conclusions lacked sufficient support.
- *Context*: First semester freshmen may not have had much prior experience expressing differences between assertions, assumptions & suppositions; however, we expected improvement in this skill by the end of the semester. Fewer than 33% of our students scored 2 or higher on *Context*, indicating that we need to improve instruction in this area.

### General Observations

- Need to employ more user-friendly technology tools that would accentuate and strengthen student work.
- Need to have more consistent reinforcement of the process of developing a presentation.
- Students need to feel that the course is important. The one-credit-hour structure allowed them to dismiss the course as unimportant (or at least a lesser priority).
- Students did not seem to pay attention to the feedback they were provided. We need to discuss the importance of writing, revising, and rehearsing.

## Action Items

### Immediate Action

Faculty members teaching INDS 100 met on March 4, 2015, to share results of the Fall 2014 assessment and discuss action items related to areas of concern.

### Possible Action Items for Next Academic Year

These are possible action items. We will determine the exact action items after we complete the assessment of INDS 100 during the Spring 2015 semester.

1. Examine the possibility of expanding the course credit or combining with SEMS 100.
2. Explore the option of creating a joint Writing and Presentation Center in the Pedas Center led by a full-time faculty member.
3. Work as an instruction team to develop assignments that incorporate hands-on research training.
4. Work as an instruction team to develop assignments that address student writing skills, as well as revision, editing, and peer review processes.
5. Hold faculty development opportunities focusing on how to teach critical thinking skills.