

# Assessment Report for INDS 100: Introduction to Presentational Literacy Spring 2015

## 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:

- Core SLOs
  - **Discourse:** Utilize civil and critical discourse and engage in dialogue.
  - **Critical Thinking:** Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking.
- Oral Communication AAC&U VALUE
- Critical Thinking AAC&U VALUE

Assessors:

- Buck, History
- Griffin, Psychology
- Johnson, English
- Rydberg, Theater

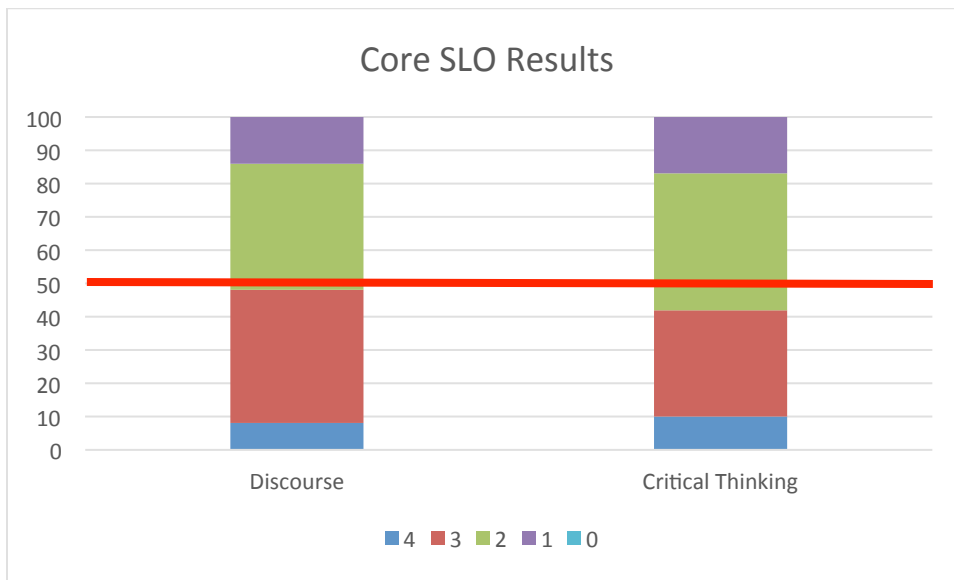
## Assessment Results

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.**

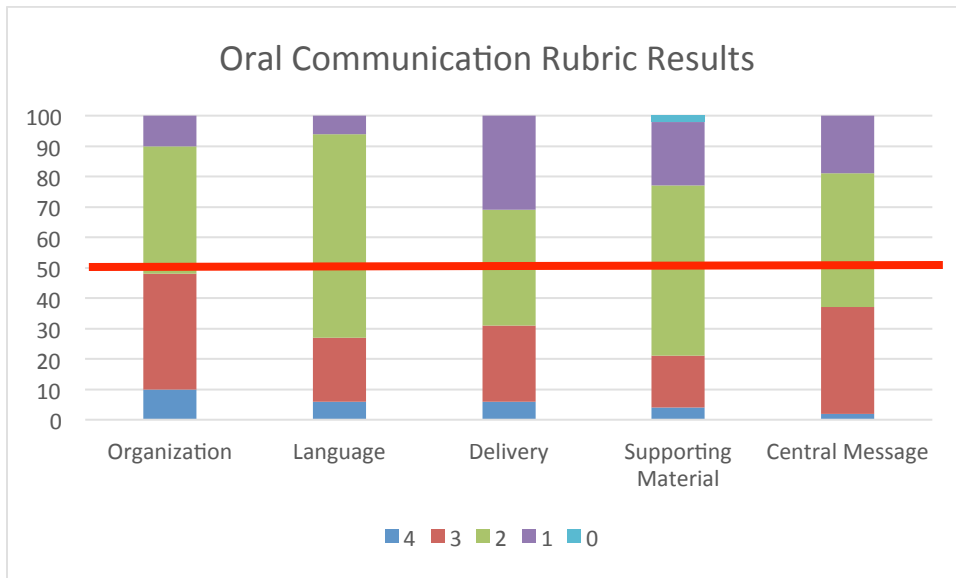
### Assessment of Core Learning Outcomes



### Core Learning Outcomes

- *Discourse*: With 86% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Critical Thinking*: With 83% of the student samples scoring a 2 or higher, we **met** our assessment goal.

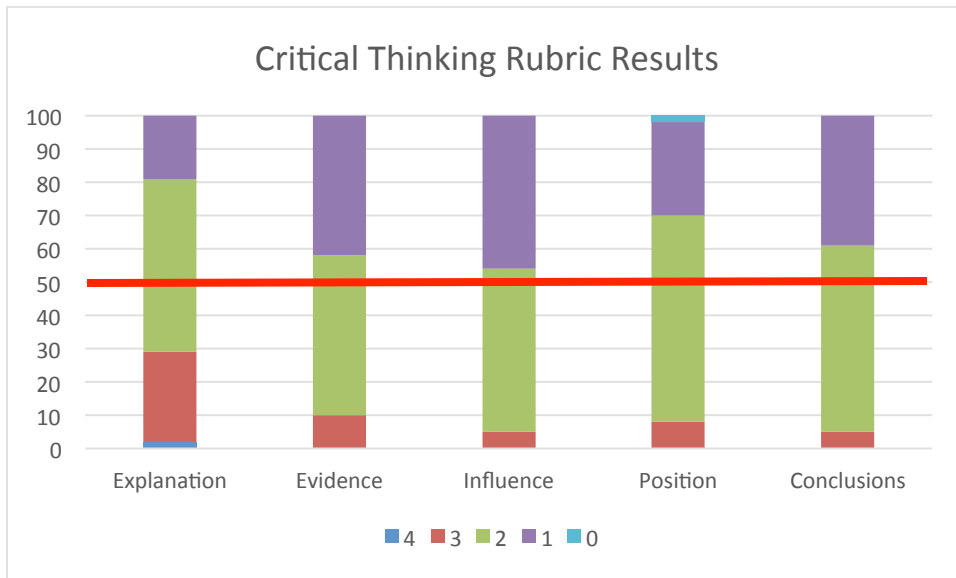
## Assessment of Oral Communication



### Oral Communication VALUE Rubric

- *Organization*: With 90% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Language*: With 94% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Delivery*: With 69% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Supporting Material*: With 77% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Central Message*: With 81% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## Assessment of Critical Thinking



### Critical Thinking VALUE Rubric

- *Explanation:* With 81% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evidence:* With 58% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Influence:* With 54% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Position:* With 70% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Conclusions:* With 61% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## Reflection

- Inconsistency in the "type" of speech was a challenge when evaluating several SLOs - we should insist all speeches either be strictly informative (my preference for freshmen) or, alternately, intentionally persuasive. I do not believe we have the time to teach persuasion tactics in the course.
- Connected to this, we should eliminate the "student's position" SLO. I do not care about their position if the speech is informative.
- Eliminate or rewrite "influence of context and assumptions" SLO
- Eliminate or rewrite "conclusions and related outcomes" SLO & Milestone Descriptions
- Each speaker (if group format is preserved) needs at least 2 minutes of "air time"
- Many of the speaking/delivery errors were obvious issues working with the teleprompter - recommend more work with that tool prior to final recording
- If we are keeping "Delivery" SLO & Milestone Descriptions they need to be assigned to individuals, not a holistic "group grade"
- also had some issues with "evidence" SLO - particularly as it relates to "challenging expert sources" - are we talking about challenging sources or are we talking about discriminating between / evaluating sources? many used strong information but there were few who challenged the voracity/accuracy of their evidence in the body of the speech
- The group presentation style is not really appropriate for the goal of the course.
- We should look having different types of final presentations.
- We should look at different venues for recording the final projects. The TV studio is limiting to the type of presentation and the use of the teleprompter should be discontinued.

## Action Items

1. We need to develop a final assignment that is based on an individual presentation.
2. We will investigate other options for recording final presentations.