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.