



2010 General Education Summer Assessment Institute COMMUNICATION Summary Report—DRAFT

In July 2010, an institute was conducted to assess LCC student artifacts collected during the 2009-10 academic year for Communication. The institute consisted of eight faculty readers and a faculty coordinator. Readers were selected by the General Education Committee. Artifacts were evaluated based on rubrics developed by the Capstone and General Education Committees. Readers for the Interpersonal Skills Institute included: **Tim Allwine, Brad Benjamin, Alison Cardinal, Cheryl Ronish, Jan Roose, Anthony Warnke, Adam Wolfer, and Sue Yarbrough.** **Klint Hull** served as faculty coordinator.

A summary of findings and recommendations follows. Artifacts were evaluated on a scale of 1 to 5 (1, 2, 3, 4, 5) for Interpersonal Skills.

OVERVIEW: COMMUNICATION

A total of 110 artifacts were submitted. Of the 110, 101 were evaluated by the readers. Each artifact was evaluated by a minimum of two and a maximum of nine readers. Two of the artifacts submitted were oral (digitally recorded).

Overall the rubric worked very well for evaluation of the artifacts. Source documentation (E) was more difficult to assess than the other outcomes. Also, credibility of evidence is more difficult to assess in oral artifacts. A few minor revisions to the rubric (see recommendations) could improve this issue.

One of the biggest “take-aways” from the institute for faculty is learning to look at things from the perspective of another discipline (or disciplines). Developing an understanding of what other faculty expect from students is fundamental to improving teaching and learning across all the general education outcomes.

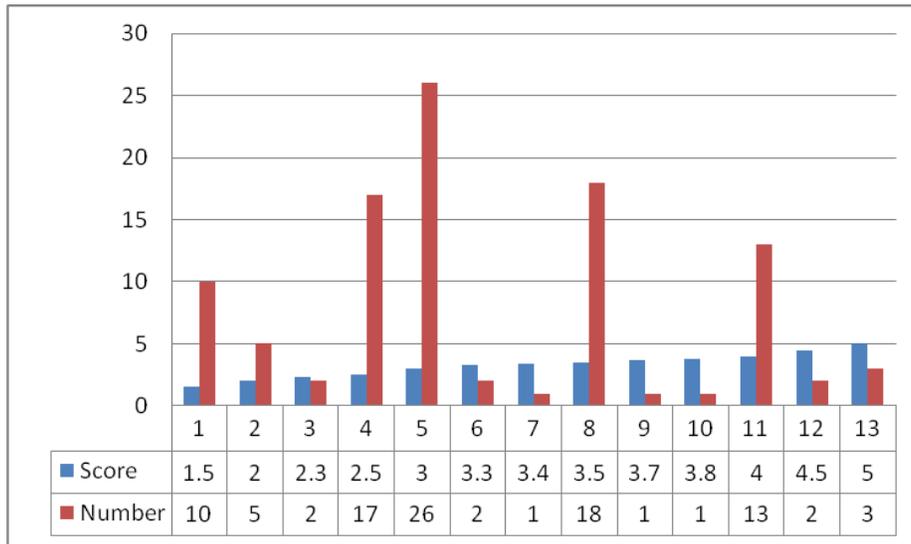
This was the second round of evaluation for the Communication outcome. Due to the scale changing (the General Education Committee adopted a 5-point scale in 2009, replacing the previously used 4-point scale) making quantitative comparisons to the first round of evaluation problematic.

SCORES: COMMUNICATION

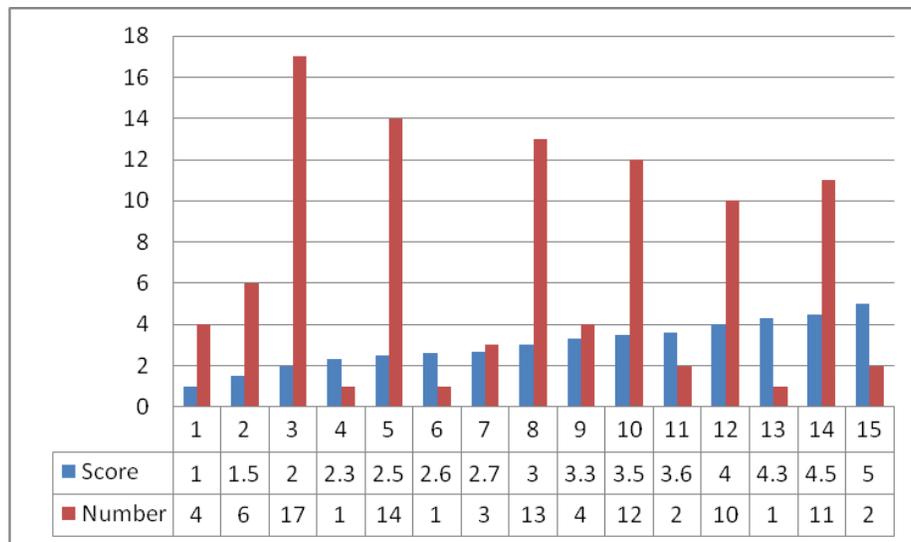
Communication Express ideas and information in writing and speaking in a manner that is clear and appropriate to the audience, and read and listen effectively.

Table 1: Overview of Communication Scores

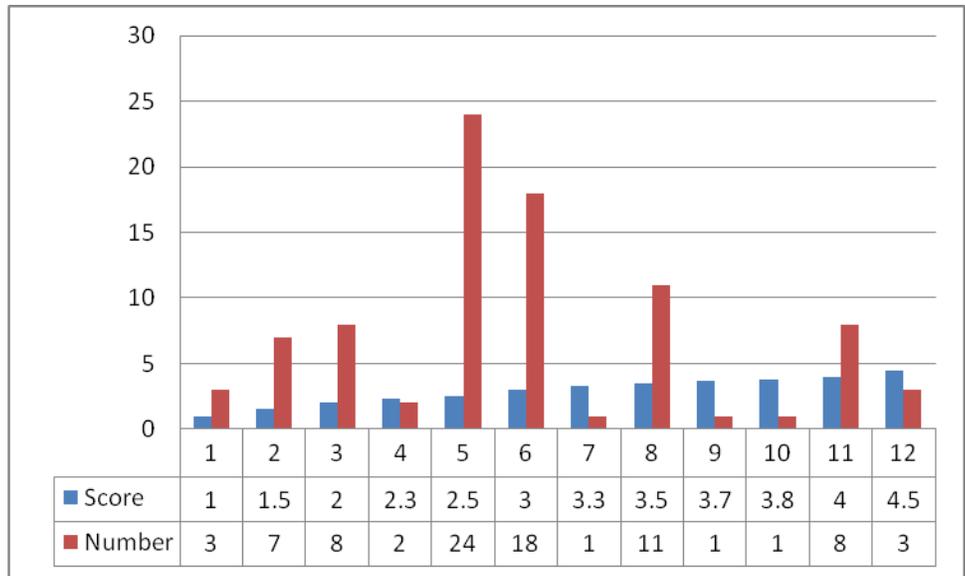
Criteria	Average Score	Range of Scores
A) Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.	3.0	1.5 – 5.0



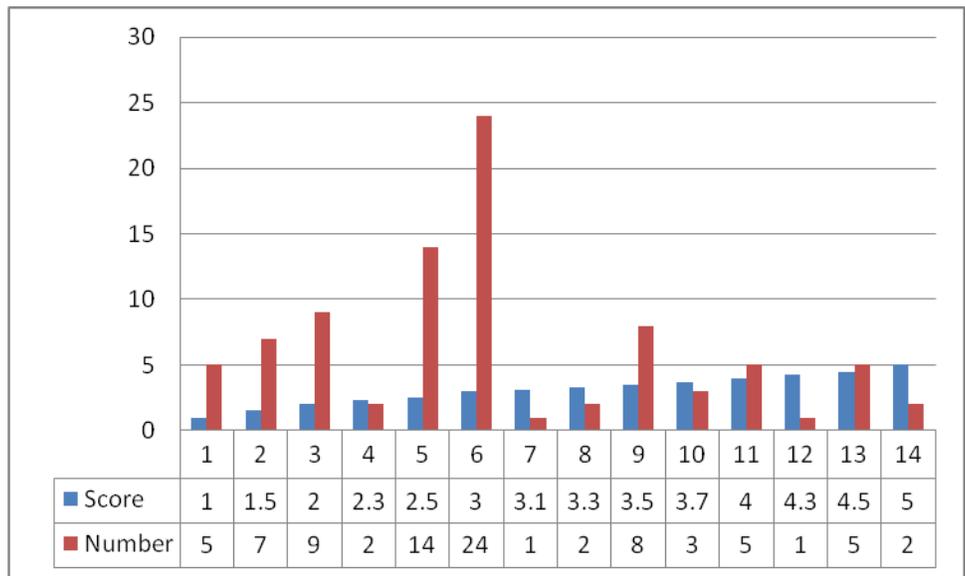
Criteria	Average Score	Range of Scores
B) Students will develop and express their ideas clearly and reasonably for a unified purpose.	3.0	1.0 – 5.0



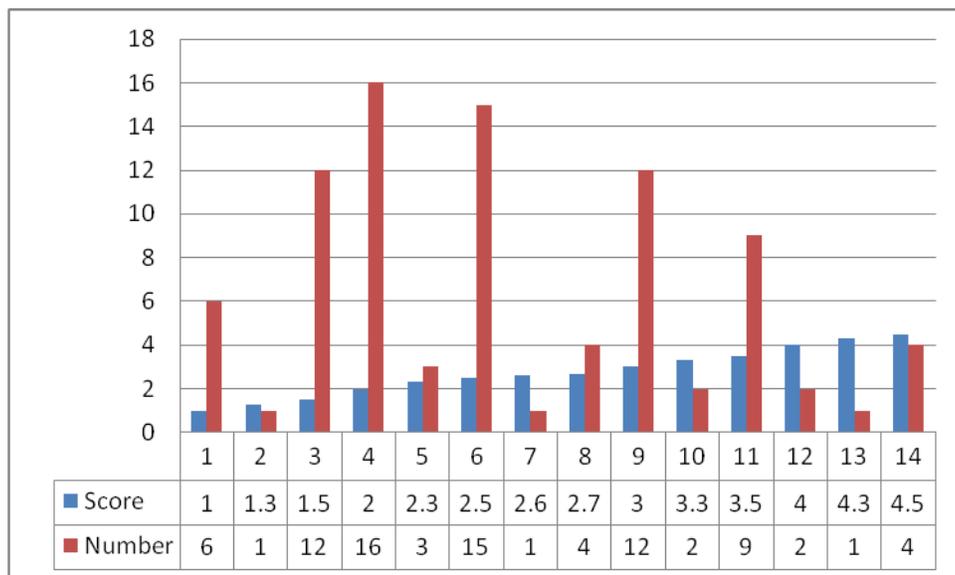
Criteria	Average Score	Range of Scores
C) Students will demonstrate comprehension of a wide variety of materials.	2.8	1.0 – 4.5



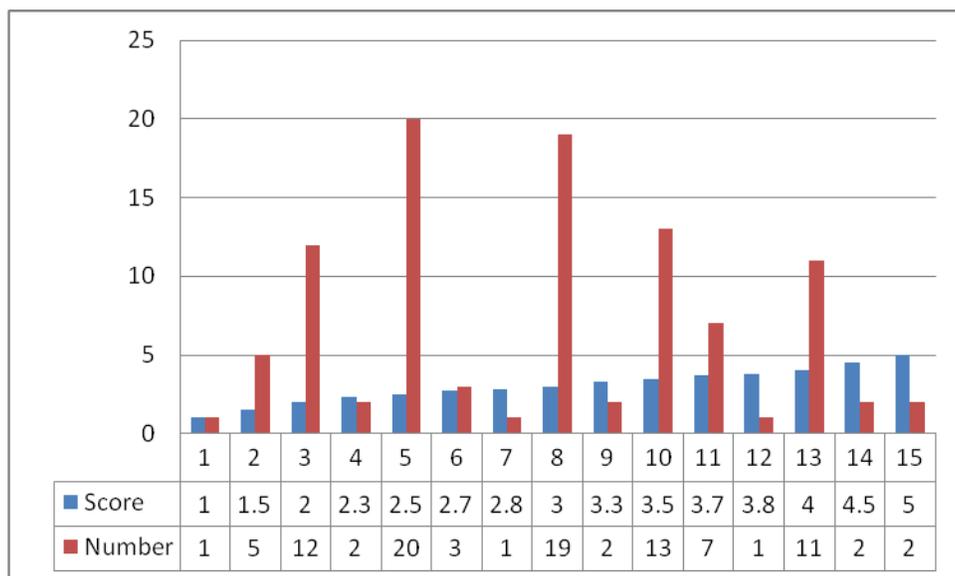
Criteria	Average Score	Range of Scores
D) Students will use credible evidence to support arguments and conclusions.	2.8	1.0 – 5.0



Criteria	Average Score	Range of Scores
E) Students will document source information.	2.5	1.0 – 4.5



Criteria	Average Score	Range of Scores
F) Students will use a style of delivery that is effective in communicating their message.	3.0	1.0 – 5.0



RECOMMENDATIONS: COMMUNICATION

- ▶ Could change language on rubric to say “evidence” rather than “sources” under credibility of evidence to assist with evaluation of oral artifacts.
- ▶ Watching a taped artifact, versus actually being there, puts the evaluator at a disadvantage. Could consider doing evaluations in the classroom.
- ▶ It helps to have the context of the assignment and at least an overview of instructions given to the student; could either be in written form or provided by a faculty member from the discipline (serving on the institute team; or faculty could come in just for the norming session).
- ▶ We need to continue to emphasize information literacy with students. It’s the foundation for using sources/evidence in a credible way.
- ▶ Considering changing the order of the outcomes (swap C and D).
- ▶ One of the biggest issues that emerged is in regard to the use of sources in assignments. The evaluators would like to see more development of original ideas based on credible sources (rather than complete reliance on the sources). Also, evaluators would like to see more interaction with the source material (versus quotes pasted into the document).