



2017 Summer Assessment Institute: Communication

A faculty institute occurred in August 2017 to assess LCC's progress with student learning outcomes in the area of Communication. The institute consisted of nine faculty participants and a faculty coordinator. The Vice President of Instruction selected the participants. Participants for the Communication Institute included **Trey Batey, Hiedi Bauer, Jacquelyn Dailey, Sue Homme, Lindsay Keevy, Ryan Meagher, Holly McShane, Lucas Myers, and Stefan Rijnhart**. **Brad Benjamin** served as faculty coordinator.

Overview

Two hundred and fifty four assessable artifacts were contributed by faculty during the 2016-17 academic year from a wide variety of disciplines (including 24 videos of speeches). Of the 254, 121 randomly selected artifacts were evaluated using a 5-point scale (using a rubric developed by LCC faculty and maintained by the Instructional Assessment Committee) on six associated outcomes. A minimum of two readers evaluated each artifact.

Results

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.

Outcome	Average
A) Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.	2.9
B) Students will develop and express their ideas clearly and reasonably for a unified purpose.	2.9
C) Students will demonstrate comprehension of a wide variety of materials.	2.9
D) Students will use credible evidence to support arguments and conclusions.	2.8
E) Students will document source information.	2.6
F) Students will use a style of delivery that is effective in communicating their message.	2.9
Overall	2.9

Inter-Rater Reliability

Inter-rater reliability was addressed in multiple ways. First, the institute began with an intensive norming (calibration) session during which faculty read and discussed artifacts to ensure that the rubric was being interpreted similarly by all participants. Next, score sheets were evaluated as they were completed in order to ensure that scores did not deviate by more than a point (for example, a 3 and a 4 would be considered an acceptable deviation). If scores deviated by more than a point (for example, a 2 and a 4) a third read was required. Scores were also monitored throughout to ensure that specific individuals were not consistently scoring differently. At one point two readers were pulled aside to discuss (and come together on) their interpretation of a particular outcome in order to ensure consistency.

Outcome	Number of Completed Evaluations	Required Third Reads due to Scoring Deviation of more than one point
A) Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.	315	17 (5.4%)
B) Students will develop and express their ideas clearly and reasonably for a unified purpose.	313	15 (4.8%)
C) Students will demonstrate comprehension of a wide variety of materials.	277	13 (4.7%)
D) Students will use credible evidence to support arguments and conclusions.	306	14 (4.6%)
E) Students will document source information.	276	7 (2.5%)
F) Students will use a style of delivery that is effective in communicating their message.	306	5 (1.6%)
Overall	1793	71 (4.0%)

Recommendations/Notes

- Would be useful to have the prompt used by the instructor (add to Canvas collection sheet along with specific outcomes that apply to that artifact).
- Consider not allowing anyone to assess anything from their own discipline.
- How do we instill the idea that writing is writing, no matter the discipline?
- Bring back Capstone.
- Implement “W” (writing intensive) requirement for graduation.
- We need to have a set of expectations about writing that everyone can use. Students need to practice it in order to improve.
- What about the college success course? Is there a possibility of including information about writing expectations there?
- How do we raise the expectations for students to improve their writing – e.g., how much does it count toward their grade? Are there other ways to raise expectations, such as the prospect of other people seeing their work such as through a research publication?
- How can we get more students to go through supporting modules such as APA course developed by the library?
- For full faculty group: First – what do we want everybody to do? Second – here’s something you can do right now to help raise the level of writing in our students.
- How do we create more opportunities for students to practice writing?
- In-service Week Assessment Day: Color coding exercise: what did the students say, and what did the source(s) say? Followed by small group activity on writing expectations for students, with sharing out and “gallery walk.”
- Consider using RCA 220 next year.