



2023 Communication Evaluation Report

During the 2022-23 academic year, faculty in academic transfer and professional/technical programs assessed student progress toward achieving the college’s communication outcomes, focusing on student work completed near the end of their program. Please note that scoring is from 1 (low) to 5 (high), based on LCC’s [Communication rubric](#).

Professional/Technical Program Results

Communication Outcomes	Average Score
A) Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.	3.6
B) Students will develop and express their ideas clearly and reasonably for a unified purpose.	3.6
C) Students will demonstrate comprehension of a wide variety of materials.	3.1
D) Students will use credible evidence to support arguments and conclusions.	3.3
E) Students will document source information.	3.2
F) Students will use a style of delivery that is effective in communicating their message.	3.6
Overall Average Score for LCC Key Performance Indicator (KPI)	3.4

Two hundred and four (204) artifacts are included in the table above. An additional 36 artifacts were assessed using a proportional (percentage point) or alternative point scale and were excluded from the KPI calculation. Of the additional 36 assessed using a proportion, all figures were 94% successful or higher. Eight faculty subject matter experts from 11 professional/technical disciplines* determined which assignments to assess, performed the assessments individually, and submitted their scores via a Google form. *(Note: figures above updated in September 2023 to include scores submitted after the initial deadline).*

*Participating professional/technical disciplines include: Medical Assisting, Early Childhood Education, Criminal Justice, Business, Diesel/Heavy Equipment, Business Management, Information Technology, Automotive Technology, Education, Computer Science, and Business Law.

Academic Transfer Program Results

Communication Outcome	Average Score
A) Students will communicate in complete sentences, demonstrating use of grammar, mechanics, and word choice appropriate to context.	3.1
B) Students will develop and express their ideas clearly and reasonably for a unified purpose.	3.1
C) Students will demonstrate comprehension of a wide variety of materials.	2.7
D) Students will use credible evidence to support arguments and conclusions.	2.8
E) Students will document source information.	2.7
F) Students will use a style of delivery that is effective in communicating their message.	3.1
Overall Average Score for LCC Key Performance Indicator (KPI)	2.9

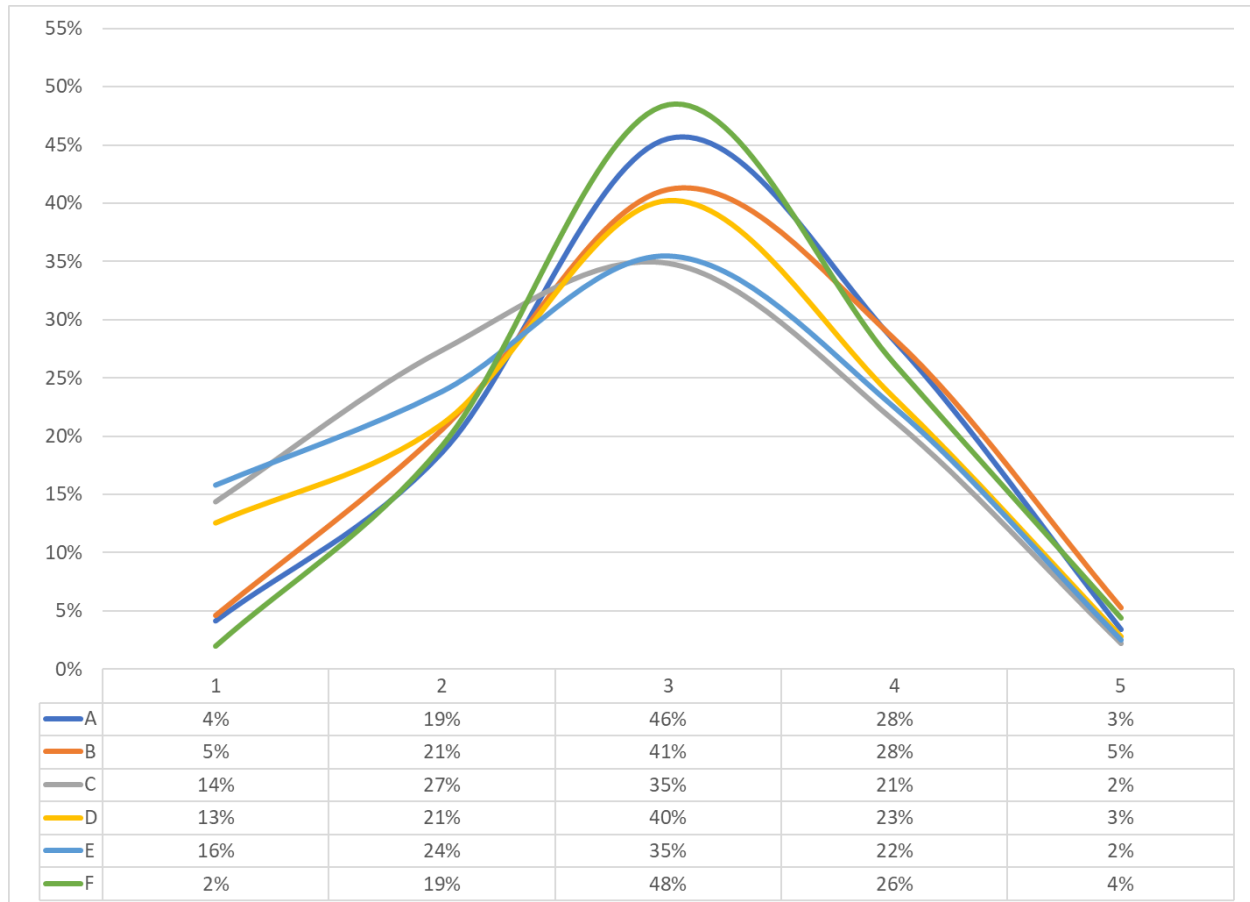
Two hundred and seven (207) artifacts are included in the table above, randomly selected from the 379 artifacts that were submitted. Eighteen (18) faculty from 12 disciplines* submitted artifacts for evaluation. All faculty (full- and part-time) were invited to apply to participate in the institute. Nine readers were selected by the Vice President of Instruction from the applicant pool including: Kim Beebe (Communication Studies), Brad Benjamin (Mathematics), Taleen Der-Ghazarian (Biology), Ian King (Information Literacy/Library), Joanna Mosser (Political Science), Betsy Richard (Drama and Humanities), Stefan Rijnhart (Information Technology), Natalie Tonn (Environmental Science and Biology), and Chris Tower (English). The 10-hour institute, for which the participating faculty received stipends, was held on the LCC campus from July 10-12, 2023.

*Academic Transfer disciplines represented in artifact submission: Biology, English, Communication Studies, Music, Chemistry, History, Environmental Science, Criminal Justice, Nutrition, Political Science, Accounting, and American Sign Language.

During the summer assessment institute, the first two hours are dedicated to calibration; in other words, ensuring that the readers are interpreting the scores in a similar manner. Then, working in three teams of three, two readers assess each artifact, which is immediately checked by the team support person (Institutional Research staff). The third member of the team reads and scores for any outcome for which the first and second scores deviate by more than one point. Periodic discussions are held throughout the institute, as needed, if readers are beginning to diverge in their scoring. Ninety six percent (96%) of the artifacts did not require a “third read,” indicating a very high degree of consistency between readers. The proportion of artifacts requiring a third read, by outcome, are as follows: A (3%), B (4%), C (5%), D (5%), E

(5%), and F (3%).

Distribution of Scores by Outcome: Academic Transfer Artifacts



The chart above depicts the distribution of scores by outcome, with the vast majority of scores concentrated at the midpoint (3 out of the 5 point scale), representing a standard bell curve.

Key Take-Aways and Questions for Consideration

Results of this evaluation, including recommendations, go to the Instructional Assessment Committee for further analysis and consideration.

1. Several faculty noted that they are seeing more synthesis of information in student work than they have observed in the past. Although our overall score didn't change from the last assessment, this was noted as a promising sign of progress.
2. Outcome C contains two concepts that sometimes conflict: comprehension of materials vs. use of a wide variety of materials. The "double-barrelled" nature of this outcome is problematic.
3. The current rubric contains a heavy emphasis on citation (two of the six outcomes: D and E). Is that skewing our results? Do we need to rethink the outcomes to create a more balanced and holistic approach to assessing communication?

4. We did not receive any videos or other oral communication artifacts this year from the academic transfer faculty. The current rubric only contains one outcome (F) that aligns well with oral communication, which may not be sufficient for assessment of programs such as Communication Studies and the Performing Arts. Should we adjust this? Can we encourage more faculty to make use of captioning in Canvas and YouTube so we can create written artifacts of oral presentations? Is VoiceThread a viable option? Can we adjust the information faculty provide when they submit artifacts to indicate whether their format is written or oral, in order to encourage more oral communication artifacts?
5. Do we want to distinguish between written and oral communication in our outcomes?
6. As we do each time we assess a Global Skill, we should be asking ourselves if we are measuring what we want to measure.
7. In the definition of Communication (not the outcomes themselves), there is a reference to listening. Is this covered in the current outcomes? Is there a way to assess that concept, other than discussion boards?
8. Do we want to include language in our communication with faculty about artifact submission that speaks to whether the information can be assessed by faculty in other disciplines?
9. It was beneficial to have the prompts and intended outcomes for assessment identified by the faculty submitting artifacts as part of this year's process (new this year).
10. It's clear that faculty across the institution value communication and use of credible sources (an area of emphasis for faculty professional development following the last round of communication assessment). Faculty are doing a good job of upholding the outcomes and requiring them in their courses.
11. We should especially encourage newer faculty to participate in the summer assessment institute process, to help them develop their skills and understanding of the college's Global Skills.
12. There were not a lot of "5" scores given. How can we increase the number of fives? Can we identify an example of a "5" and share that broadly?
13. For faculty who have not participated in the summer assessment institute process, they may not know what happens to their artifacts after they submit them. We should work on communicating how the process works in addition to the value it brings to the institution.

What Summer Assessment Institute Participants Say

This year, summer assessment institute participants were asked what they would say to their colleagues to encourage them to participate in the process. Here's what they had to say.

Dear faculty,

"If you like having amazing conversations with your colleagues about hard hitting educational goals, then participate in the summer assessment institute. You will meet incredible people and learn so much about LCC's Global Skills assessment. You can improve your assignment prompts and help your students perform better in all of their classes."

~Brad Benjamin, Mathematics (Faculty Coordinator)

Dear faculty,

“You should participate in the summer assessment institute because it will help you understand the value and importance of your work at the college. Furthermore, it will help you connect with your colleagues and see the wonderful work they are doing.”

~*Kim Beebe, Communication Studies*

Dear faculty,

“Participating in the summer assessment institute can allow you to gain valuable insight and ideas for constructing assignments that challenge LCC student populations to achieve/meet higher education goals across multiple types of assessments.”

~*Taleen Der-Ghazarian, Biology*

Dear faculty,

“Participation in the institute is valuable because it exposes you to the Global Skills in a range of styles you might not be used to. As a librarian, I found it immensely interesting to see how Communication outcomes were being demonstrated in areas I hadn’t thought about. It gave me ideas on faculty I could reach out to, introduced me to faculty (during the institute itself) that I don’t normally talk with, and even gave me lesson and activity ideas I could try later on.”

~*Ian King, Information Literacy/Library*

Dear faculty,

“The institute is a meaningful way to build community - generate creative conversation about what we do and share in common, despite our disciplinary differences. It’s a powerful opportunity to learn how others interpret, understand, and implement key global learning outcomes in their courses. I’m leaving with sharper, clearer thinking about what I can do, in the context of my courses, to facilitate student achievement of these outcomes. I have a better sense of the connection between the ‘micro’ and ‘macro,’ or global - and how to build that connection in the assignments I develop. This was *fun*.”

~*Joanna Mosser, Political Science*

Dear faculty,

“Participation in the summer assessment institute provided me the opportunity to work with colleagues across disciplines while looking at creative ways our faculty are addressing the Global Skills. It has been enriching and given me a lot of ideas to increase my own teaching. It has reinforced many things I feel I am already doing well. It made me appreciate the faculty here at LCC and the process of assessment that has been developed.”

~*Betsy Richard, Drama and Humanities*

Dear faculty,

“Assessment is the core of our institution. Having done this institute three times now, it has provided me with understanding of the process of assessment, but it has also shown me areas to improve. The value of this is great.”

~*Stefan Rijnhart, Information Technology*

Dear faculty,

“The summer assessment institute will help you to understand what we are assessing in terms of Global Skills. Seeing the rubrics and working with them gives you ideas of how you can improve your assessments and help our students reach educational goals. It also gives you great ideas for assignments and to see all the creative things faculty are doing. It also gives your clarity about outcomes where students are struggling in every discipline so you know which outcomes aren’t being met globally (i.e., it’s not just you...)”

~*Natalie Tonn, Environmental Science and Biology*

Dear faculty,

“Participate in the summer assessment institute to enhance your instruction and curricula in how they fit and support college-wide with the Global Skills.”

~*Christopher Tower, English*