

Spring 2018
Core Curriculum Assessment Report

of

Skills 3 – Information Technology

from the

Flex: Communication - Spoken and Interdisciplinary
Core Curricular Area



submitted by

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on behalf of the

Flex: Communication - Spoken and Interdisciplinary
Core Area Assessment Committee

Methods

How was student work (artifacts) collected for assessment?

BB Outcomes was used to collect 1300 student artifacts. Ninety-nine (99) viable artifacts were identified from the spring 2017 semester.

What type of artifacts were collected?

Informative Service Speech videos

How were the artifacts sampled for assessment?

Eighteen (18%) video artifacts from seven ACOM 1300 sections were randomly selected from the three modes of course offerings. Of those artifacts selected,

9 (50%) represented three 16-week face-to-face format,
7 (39%) represented two 8-week online format, and
2 (11%) represented two 16-week online format.

While the three modes were collected, the results of the assessment were separated into face-to-face section artifacts and 8-week and 16-week online section artifacts were collapsed into one online category.

How were the artifacts scored?

We encountered a problem with the assignment of raters that was not discovered until after reports were generated. Only 12 (67%) artifacts for Skills 3.1 and 3.2 were assigned two or more raters. We are unsure why there were inconsistent rater assignments and will need to explore the issues with Blackboard Outcomes support staff.

How was reliability in scoring determined and ensured?

After retooling rubrics to meet the Core Council expectation of a 4 benchmark, the members of the CAAC committee (Kristen McIntyre, Katie Halford, Melissa Johnston, and Cheryl Johnston), in addition to a visiting Assistant Professor teaching ACOM 1300 (Vincent Manzie) and Communication Skill Center graduate assistant (Sayra Crandall), for a total of six (6) CAAC raters, participated in norming activities.

The norming process included scoring past course artifacts (Informative Service Speech videos) and talking through individual evaluative elements as a group. Throughout the process, rubric value descriptions were clarified to provide clearer differentiation between scores.

The following are interrater reliability results for each Skill 3 outcome artifact scored twice:

Interrater reliability was attained for 12 (100%) artifacts for Skill 3.1.

Interrater reliability was attained for 12 (100%) artifacts for Skill 3.2.

Scores for each artifact rated twice were averaged. Scores for single-rated artifacts were also included.

Reflection

What was learned from the assessment results?

Per the expectation of the Core Council communicated via our Core Council liaison's email August 22, 2017, a rubric score of 4 is the goal for a student completing ACOM 1300. Specifically, a 4 is "advanced," a 3 is "proficient," a 2 as "novice," 1 as "not met," and 0 is "absent/not scorable."

Skill 3.1 and 3.2 Assessment:

Core Skill 3.1: Students will use current technology for drafting, reviewing, revising, editing, and sharing presentations

The percentage of online and face-to-face students scoring a 3 or higher on the use of PowerPoint to share presentations is 44%. However, the average scores of the sampled ACOM 1300 students indicated they were not approaching the benchmark of a 4, with online students meeting a 2.1 and face-to-face students meeting a 2.3.

We specifically assessed students on their ability to integrate and reference PowerPoint slides in their speech presentation. Based on the percentage of 3's or higher, less than half of online and face-to-face students sampled are able to advance through slides and reference the slide content by gesturing in the direction of the slide at appropriate times. However one (11%) of the face-to-face students sampled is able to reveal and conceal slides appropriately and consistently reference the slide content by explaining text and images at appropriate times.

Core Skill 3.2: Students will locate, evaluate, organize, and use research materials from electronic sources.

The percentage of students scoring a 3 or higher on using oral citations related to research materials from electronic sources was 66% for both online and face-to-face students. However, the sampled ACOM 1300 students indicated they were not approaching the benchmark of a 4, with both online and face-to-face students meeting an average score of 2.6.

We specifically assessed students on their ability to access online information and orally cite the source of the information in their speech presentation. Based on the percentage of 3's or higher, over half of students sampled in both modes were able to use an oral citation that included two of the three necessary pieces of source information--author, date, and type of

source (website)--to support the explanation of the organization's mission in the presentation.

Continuous Improvement

What changes will be made based upon the assessment results?

Curriculum Action Items

The ACOM 1300 program is committed to the continuous improvement process and thus faculty who teach in the program meet monthly to review the curriculum, norm assignment grading, and discuss ideas for activities that help students learn key concepts and skills.

In Skill 3.1, students, particularly the online students sampled, appear to struggle with meaningful integration and referencing of PowerPoint slides. Moving forward, the 1300 faculty have an opportunity to explore ways to be more intentional in providing explicit activities that invite students to practice, in small ways, how to engage with a slide while explaining information. Currently, the speech requires four slides--title slide and three content slides. To emphasize the importance of slide integration, the faculty could explore requiring only one slide that must be referenced explicitly at some point during the speech to allow students to focus on developing this specific skill.

In Skill 3.2, all of the sampled students were able to access information online to cite in their presentations. However, students' oral citations were missing one of the three required elements: author, date, and/or type. Moving forward, we will also need to be more intentional in providing explicit activities related to building and practicing oral citations in a public speaking context to ensure that students are producing ethical presentations and providing listeners with sufficient information to find a cited source should they choose to do so.

Assessment Method Action Items

This is the second time ACOM 1300 has used Blackboard Outcomes for Core assessment. Overall, we continue to find the platform extremely useful. We no longer have to worry about collecting and housing artifacts each semester. The ease of using a single attempt dropbox for artifact collection has dramatically improved the assessment process by both convenience and consistency.

While there are many positive attributes of the platform, we will need to problem-solve the inconsistency of rater assignments to artifacts. Each artifact was to have two raters, yet not all artifacts received two raters.

Feedback

What changes are recommended for Core assessment?

NA

Comments

Other comments?

NA

END OF REPORT