

FOCUS ON SPOKEN COMMUNICATION

General Education Assessment at Lindenwood

General education assessment is a key measure of institutional effectiveness because it helps an institution substantiate broad claims it makes about student learning. For example, Lindenwood's Institutional Learning Outcome 3.2 asserts that "Lindenwood graduates are effective speakers." General education assessment provides one way to illuminate this claim by assessing how well students are achieving this outcome during their general education program. Importantly, general education assessment provides actionable insight toward continuous improvement, because it shows us where student learning needs to improve in order to achieve our learning goal.

Lindenwood University has four institutional learning outcomes (ILOs), each with multiple components. Lindenwood students develop and demonstrate these ILOs through general education coursework, within their majors, and by participating in co-curricular experiences. All general education courses are mapped to at least two ILO components, and at least one assignment within each course is identified by the instructor for institutional assessment purposes.

2016

The ILOs are approved, and a new general education assessment process is piloted within Canvas.

2017

The general education assessment pilot is rolled out to all general education courses.

2018

Key performance indicators are developed, and assessment occurs in all general education courses by the respective course instructor.

2019

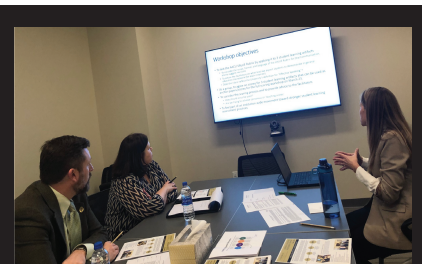
A Community of Practice model is introduced to provide a focused approach and to improve the reliability of the assessment data.

Focus for Fall 2019:
Written Communication (ILO 3.1)

2020

The Community of Practice approach from Fall 2019 is replicated to assess a different ILO.

Focus for Spring 2020:
Spoken Communication (ILO 3.2)



ILO 3.2 Rubric Development Workshop
James Hutson, Deb Nicolai, Robyne Elder

Community of Practice Model of Assessment

A community of practice is a group who has a collective interest in and desire for improvement. This approach to assessment enhances the validity of assessment data, builds an advocacy network across campus, and aligns with national best practices for general education assessment. The first community of practice was formed in Fall 2019 to focus on ILO 3.1: Written Communication. The second Community of Practice was formed in Spring 2020 to examine ILO 3.2: Spoken Communication.

Community of Practice for Spoken Communication

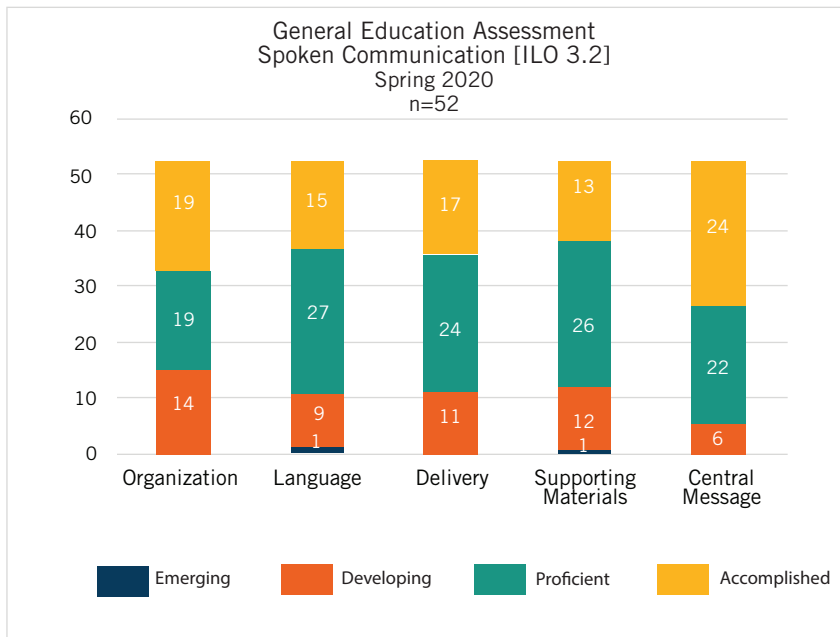
Pictured from left to right by row

James Hutson, School of Arts, Communication, and Media
Robyne Elder, School of Education
Bob Steffes, School of Education
Casey Whalen, Office of Institutional Effectiveness
Bethany Alden-Rivers, Office of Institutional Effectiveness
Pam Spooner, School of Education
Nicole Vaux, School of Education
Mitch Nasser, School of Education
Sherrie Wisdom, School of Education
Barbara Hosto-Marti, School of Humanities
Graham Weir, School of Education
Peter Weitzel, Office of Institutional Effectiveness



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Results



Methodology

The Sample

A non-random purposive sample of 57 informative speeches from Communication 11000 (Spring & Fall 2019) was collected from Canvas. Of these, three were used for norming and two were deemed unusable.

The Rubric

During a workshop in March, faculty from the School of Arts, Media, & Communications adapted the VALUE Rubric for Spoken Communication. The revised rubric uses a four-point scale to score five criteria.

The Data

Each artifact was scored by two members of the Community of Practice using the new rubric. In 14% of the cases, the gap between the scores was greater than one, so a third member was used.

CLOSING THE LOOP

Broad Themes from Data Workshops

- Although there appears to be consistency in student performance across the criteria, there may be a connection between students' ability to use evidence and sources (from Written Communication assessment in Fall 2019). We see slightly lower performance in this area for both ILOs.
- Currently when averaging two raters' scores, the average is rounded up; a methodological question is whether to round up. There were no 'emerging' outcomes before the third rater because of our current rounding protocol.
- It would be a good idea to have some external benchmarking to see whether other institutions are getting higher scores for oral communication. There are many 'accomplished' ratings, even for a freshman course.
- Many participants found students' professionalism not clearly addressed in the rubric.

Contact

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What's Next?

- The Community of Practice for Spoken Communication will score upper-division (300 or 400 level coursework) student artifacts in Summer 2020.
- Results from spoken communication assessment will be presented to the Communication faculty for reflection and planning toward learning improvement.
- Methodological issues emerging from this assessment activity will be addressed in the next cycle of Spoken Communication Assessment, which is scheduled for Spring 2021.