Information Science | 2016-2017 Assessment Report

1. Please give a brief overview of the assessment data you collected this year.

This year's assessment focused on public presentation skills across the three departments in our unit – Computing Science, Information Science, and Communication. Each program was assessed using the same 8-question survey presented to department faculty based on their experience with upper-level students. In general, faculty responses suggest COMM students have the best vocal presentation skills, COMP SCI students have the most room for improvement, and INFO SCI students are somewhere in between. Considering the philosophical construction of our unit and curriculum this is not surprising – COMP SCI is more hard science-focused, COMM is more soft science-focused, and INFO SCI is a mix of both. It should be noted that COMP SCI and INFO SCI students do however excel in content understanding and analysis as well as organization and explanation, which COMM students can sometimes need help with.

Q1: ICS students are comfortable when presenting in my upper-level courses.
COMM: 3 Strongly Agree, 4 Strongly Agree, 1 Somewhat Agree
INFO SCI: 1 Agree, 3 Somewhat Agree, 1 Neither Agree or Disagree, 1 Somewhat Disagree
COMP SCI: 1 Somewhat Agree, 1 Neither Agree or Disagree, 1 Somewhat Disagree

Q2: ICS students graduate from the program with the presentation skills they need to succeed professionally.
COMM: 4 Strongly Agree, 2 Agree, 2 Somewhat Agree
INFO SCI: 3 Agree, 1 Somewhat Agree, 1 Neither Agree Nor Disagree
COMP SCI: 1 Somewhat Agree, 1 Neither Agree Nor Disagree, 1 Somewhat Disagree

Q3: ICS students dress appropriately for their presentations.
COMM: 3 Strongly Agree, 3 Agree, 2 Somewhat Agree
INFO SCI: 2 Agree, 2 Somewhat Agree, 1 Somewhat Disagree
COMP SCI: 2 Somewhat Agree, 1 Neither Agree Nor Disagree

Q4: ICS students appropriately organize their presentations.
COMM: 5 Strongly Agree, 1 Agree, 2 Somewhat Agree
INFO SCI: 1 Strongly Agree, 2 Agree, 1 Somewhat Agree, 1 Neither Agree nor Disagree
COMP SCI: 1 Somewhat Agree, 1 Neither Agree Nor Disagree, 1 Somewhat Disagree

Q5: ICS students make proper use of visual aids including PowerPoint, white boards, etc.
COMM: 3 Strongly Agree, 3 Agree, 2 Somewhat Agree
INFO SCI: 1 Strongly Agree, 1 Agree, 3 Somewhat Agree
COMP SCI: 2 Agree, 1 Neither Agree Nor Disagree

Q6: ICS students properly respond to audience and professor questions.
COMM: 3 Strongly Agree, 4 Agree, 1 Somewhat Agree
INFO SCI: 2 Strongly Agree, 1 Agree, 1 Somewhat Agree, 1 Somewhat Disagree
COMP SCI: 1 Strongly Agree, 2 Somewhat Agree, 1 Neither Agree Nor Disagree

Q7: What are the top 3 public speaking skills most junior/senior ICS students appear to have mastered? (Presented verbatim)
COMM: "1. Organization of thoughts for clarity 2. Interacting with audience 3. Narrating the presentation without reading off slides." "Confidence. Humor. Good content.", "Organization Engagement with Audience Nonverbal expression", "Dress, timing and using notecards", "1. excellent organization skills for presenting content 2. skillful use of presentation software 3. professional dress and demeanor", "Organization Comfort QA Group presentations", "Organization, strategic thinking, dress"

INFO SCI: "- Technical demonstration part", "Content understanding. Power Point or Prezi materials Clarifying material after presentation in Q and A", "Researching, demonstrating a knowledge of their topic and answering questions,", "Organized Providing proof Managing QA", "Knowledge of the material, preparation, Powerpoint"

COMP SCI: "- Technical demonstration part", "Can't answer-I don't have many CS students.", "Understanding their topic, proper use / integration of visual aides, talking at a level their audience understands"

Q8: What are the top 3 public speaking skills most junior/senior ICS students need to continue working on? (Presented verbatim)
COMM: "1. Using language appropriate to a business oriented audience 2. Diction and vocal projection 3. Fielding questions", "Not reading from notes as much / making eye contact. Knowing & engaging their audience. Organization.", "Eye Contact Professional Dress Transitions", "Choosing relevant material for the audience, adhering to assignment guidelines, doing adequate background research to support claims". "1. anticipation of broad range of audience questions 2. talking to the screen 3. note reliance", "Some need to learn to verbally underline key points Avoiding rambling Providing the appropriate level of abstraction", "Proper powerpoint usage, delivery, pacing"

INFO SCI: "- Presentation Material (contents of slides, citations of sources/references) - Organization of presentation - Effective/optimum utilization of assigned presentation time slot", "Vocal ability-diction, tone, volume, confidence, etc Audience appropriate speech and analysis for content Nervousness", "Organizing material, including too much or too detailed of information, confidence in the material they are presenting", "Properly level of abstraction Vocal projection Confidence", "Presence, delivery, pacing"

COMP SCI: "- Presentation Material (contents of slides, citations of sources/references) - Organization of presentation - Effective/optimum utilization of assigned presentation time slot", "Can't answer-I don't have many CS students.", "Projecting their voice & speaking with

confidence, looking out at the audience / making general eye contact, keeping within allotted time limit without abruptly ending their speech."

2. How will you use what you've learned from the data that was collected?

   Our overarching goal with our unit is to take an interdisciplinary approach to developing both analytical and social presentation skills in all of our students. In INFO SCI and COMP SCI, our goal is to help develop our students' communication skills along with their programming and data analysis skills to make them more well-rounded individuals and enhance their likelihood of professional success. We are still relatively early on in this approach and if anything the data suggests that we should continue emphasizing these skills in our curriculum design. On the COMM side, it definitely seems like we have some work to do to help make students less reliant on technology and more confident in their knowledge of material. This suggests we may need to make some curricular adjustments to develop assignments and assessment that emphasizes these skills more clearly.