

## GER 10 Basic Communication

Students will:

- Produce coherent texts within common college-level written forms.
- Research a topic, develop an argument, and organize supporting details.
- Demonstrate the ability to revise and improve such tests.
- Evaluate an oral presentation according to established criteria.
- Develop proficiency in oral discourse.

### Method:

The Director of Institutional Research will select sections of ENGL 101 and ENGL 102 classes to be assessed for the student learning outcomes. BY THE FOURTH WEEK OF THE SEMESTER IN WHICH THE ASSESSMENT IS NEEDED. A minimum 35% sampling rate will be used.

The learning objectives will be assessed using the rubric attached.

For the learning objective "Evaluate an oral presentation according to established criteria," the Humanities will agree upon a speech or debate to use, to be determined on an annual basis. The department will then distribute the evaluation rubric to students, who will watch and assess the chosen speech. Their rubrics will then be collected as part of the data assessment pool.

Photocopying expense will be charged to the assessment account.

Students will be assigned identification codes for confidentiality. The instructor and another Humanities faculty member will individually assess students' answers using the Basic Communications assessment rubric. The first and second readers will provide their assessment to the Basic Communications assessment coordinator. The coordinator will be responsible to average the readers' results for each student. The Basic Communications assessment coordinator will then average the scores of all the students by section and as a whole for completion of the Basic Communications *Assessment Report Form*.

**NOTE:** in the case of discrepancy between Instructor and Second Reader scores, the two scores will be averaged for a final score.

After assessment has been completed, as per the guidelines, assessment data will be given to the designated Basic Communication assessment coordinator for compilation.

Once all assessment is completed by the Basic Communication Assessment coordinator, he/she must prepare a summary of the results to be given to the General Education Assessment Committee Chair.

### Standards:

See attached rubric.

## BASIC COMMUNICATION ASSESSMENT STANDARDS (RUBRIC 1)

|   | <b>No/Limited Proficiency</b>   | <b>Some Proficiency</b>  | <b>Proficiency</b>   | <b>High Proficiency</b>   |
|---|---|--|--|---|
| <b>Production of coherent texts within common college-level written forms (1st criteria)</b>            | Does not meet basic communication assignment requirements specified by the instructor, including content requirements and formatting requirements (MLA, APA, Chicago, etc.) | Approaches communication assignment requirements specified by instructor in that some requirements specified by the instructor are met but others are not met or most requirements are incompletely met. | Meets communication assignment requirements specified by instructor, including content requirements and formatting requirements (MLA, APA, Chicago, etc.)        | Exceeds communication assignment requirements specified by instructor, including content requirements and formatting requirements (MLA, APA, Chicago, etc.) |
| <b>Production of coherent texts within common college-level written forms (2<sup>nd</sup> criteria)</b> | There is no evidence of clarity of expression (writing lacks organization; punctuation and grammar are incorrect);  | Clarity of expression is flawed in that there are some errors in punctuation, spelling grammar, and organization;  | Clarity of expression is apparent with effective use of grammar  | There are minimal or no errors in clarity or grammar;   |
| <b>Research, Argument, Synthesis &amp; Expression</b>   | Demonstrates little to no development of clearly articulated argument supported by research and supporting details.   | Demonstrates limited development of clearly articulated argument supported by research and supporting details.   | Demonstrates development of clearly articulated argument supported by research and supporting details.   | Demonstrates outstanding development of clearly articulated argument supported by research and supporting details.  |
| <b>Revision</b>   | There is no evidence of student response to critique, including revision of issues with adherence to guidelines, clarity, synthesis & expression, and organization.         | There is limited evidence of student response to critique, including revision of issues with adherence to guidelines, clarity, synthesis & expression, and organization.                                 | There is evidence of student response to critique, including revision of issues with adherence to guidelines, clarity, synthesis & expression, and organization. | Student has responded fully to critique, including revision of issues with adherence to guidelines, clarity, synthesis & expression, and organization.      |
| <b>Effective Evaluation Skills (evaluation of oral presentation)</b>                                    | Demonstrates little to no ability to evaluate an oral presentation according to established criteria (see attached evaluation rubric)                                       | Demonstrates limited ability to evaluate an oral presentation according to established criteria (see attached evaluation rubric)   | Demonstrates ability to evaluate an oral presentation according to established criteria (see attached evaluation rubric)   | Demonstrates outstanding ability to evaluate an oral presentation according to established criteria (see attached evaluation rubric)                        |
| <b>Proficiency in Oral Discourse</b>  | Demonstrates little to no proficiency in oral discourse according to established criteria (see attached evaluation rubric)  | Demonstrates limited ability in oral discourse according to established criteria (see attached evaluation rubric)  | Demonstrates ability in oral discourse according to established criteria (see attached evaluation rubric)  | Demonstrates outstanding ability in oral discourse according to established criteria (see attached evaluation rubric)                                       |

- (Student rubric for objective 4: evaluate an oral presentation according to established criteria & 5: Develop proficiency in oral discourse).

### Public Speaking Rubric

Speaker: \_\_\_\_\_

Topic: \_\_\_\_\_

Evaluator: \_\_\_\_\_

| Components      | Excellent<br>(A)   | Good<br>(B)   | Satisfactory<br>(C)   | Needs Improvement (D)   | Score |
|-----------------|--|---|---|---|-------|
| Introduction    | (1) Gains the attention of the Audience,<br><br>(2) Clearly identifies the topic,<br><br>(3) Establishes credibility,<br><br>(4) Previews the rest of the speech | Meets any three of the four criteria  | Meets any two of the four criteria  | Meets only one of the four criteria                           |       |
| Preparation     | (1) Completely prepared, has obviously rehearsed the speech<br><br>(2) Sufficient data (three or more sources)   | (1) Prepared, but could use additional rehearsals<br><br>(2) Only two sources | (1) Somewhat prepared, but it seems that the speech was not rehearsed<br><br>(2) Only one source used | (1) Unprepared<br><br>(2) No data. Primarily based on opinion |       |
| Visual Elements | (1) Facial expression and body language convey strong enthusiasm and   | Meets three of four criteria.   | Meets two of four criteria  | Meets only one of four criteria                               |       |

|                           |  |  |  |  |  |
|---------------------------|--|--|--|--|--|
|                           | <p>interest</p> <p>(2) Posture</p> <p>(3) Use of Visual Supplements (ppt, posters, figures, etc)</p> <p>(4) Professional attire</p>  |  |  |  |  |
| Interaction with Audience | <p>(1)Eye contact with audience virtually all the time (except for brief glances at notes)</p> <p>(2) Checks frequently with audience for comprehension</p> <p>(3) Dealing effectively with audience questions</p> | <p>(1)Eye contact with audience less than 50% of the time</p> <p>Meets both additional requirements.</p> | <p>(1)Eye contact with audience less than 50% of the time</p> <p>Meets one of the two additional requirements.</p> | <p>(1)Little or no eye contact</p> <p>Does not meet additional requirements.</p> |  |
| Clarity                   | <p>(1)Speaks clearly and distinctly all the time,</p> <p>(2) no mispronounced words.</p> <p>(3)Sufficient volume</p> <p>(4) Rate of Speech allows for audience engagement.</p>                                     | Meets three of the four criteria.  | Meets two of the four criteria.  | Meets at least one of the four criteria.   |  |
| Time                      | Within allotted time   | Within 10% of allotted time  | Within 20% of allotted time  | Not within 20% of allotted time  |  |

Comments:

Final Assessment: \_\_\_\_\_

# Basic Communications Assessment

## DIRECTIONS

**NOTE: Name OF Basic Comm Assessment Coordinator is: Kirk Jones**

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### GENERAL DIRECTIONS:

Your course has been chosen as part of the General Education Assessment for Basic Communications. Within this packet of information you will find the necessary form for reporting assessment and other essential information.

**Please read through this document so that you are familiar with the process and are prepared to perform assessment for your selected section.**

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### DIRECTIONS:

#### **Instructors whose sections are being assessed:**

1. Be prepared to assign students one assignment that incorporates research and argument development. Additionally, students must revise at least one assignment for assessment of objective #3. Finally, students must evaluate a speech using the student rubric for objective 4. Speech to be determined annually by the Humanities Department.
2. At the end of the semester, students will be assigned identification codes for confidentiality (by the instructor), and their information will be coded for submission. It is preferable that submission is electronic, but print submissions will be accepted.
3. The instructor is responsible for sharing the coded student exams and CRN of the course section being evaluated with the second reader by [DATE].
4. Instructors may also provide a list of the appropriate terminology taught during the semester, as well as a copy of any supplementary instructions given regarding his/her individual course for use with their assigned essays.
5. The instructor and another Humanities faculty member will individually assess students' answers using the Basic Communications Assessment Rubric, recording scores on the Basic Communications Assessment form.
6. The first and second readers will provide their assessment rubrics and Basic Communications Assessment Reporting Forms to the Basic Communications assessment coordinator no later than [DATE].
7. The Basic Communications assessment coordinator will then average the scores of all the students as a whole for completion of the Basic Communications *Assessment Report Form*.

#### **Second Readers (Assigned by Humanities Department Chair):**

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**NOTE: If you do not understand any portion of this assessment plan, please see Basic Communications Assessment Coordinator, Kirk Jones, or the English & Humanities Chair, Dr. Nadine Jennings.**

## BASIC COMMUNICATIONS ASSESSMENT REPORTING FORM

COURSE NUMBER: \_\_\_\_\_ COURSE TITLE: \_\_\_\_\_

CRN: \_\_\_\_\_ SEMESTER: \_\_\_\_\_ YEAR: \_\_\_\_\_

Record assessed scores for class population:

### **Production of coherent texts within common college-level written forms (1<sup>st</sup> criteria)**

\_\_\_\_ # of students with no/limited proficiency

\_\_\_\_ # of students with some proficiency

\_\_\_\_ # of students with proficiency

\_\_\_\_ # of students with high proficiency

### **Production of coherent texts within common college-level written forms (2nd criteria)**

\_\_\_\_ # of students with no/limited proficiency

\_\_\_\_ # of students with some proficiency

\_\_\_\_ # of students with proficiency

\_\_\_\_ # of students with high proficiency

### **Research, Argument, Synthesis & Expression**

\_\_\_\_ # of students with no/limited proficiency

\_\_\_\_ # of students with some proficiency

\_\_\_\_ # of students with proficiency

\_\_\_\_ # of students with high proficiency

### **Revision**

\_\_\_\_ # of students with no/limited proficiency

\_\_\_\_ # of students with some proficiency

\_\_\_\_ # of students with proficiency



\_\_\_\_ # of students with high proficiency

**Effective Evaluation Skills (evaluation of oral presentation)**

\_\_\_\_ # of students with no/limited proficiency

\_\_\_\_ # of students with some proficiency

\_\_\_\_ # of students with proficiency

\_\_\_\_ # of students with high proficiency

**Proficiency in Oral Discourse**

\_\_\_\_ # of students with no/limited proficiency

\_\_\_\_ # of students with some proficiency

\_\_\_\_ # of students with proficiency

\_\_\_\_ # of students with high proficiency