

General Education Assessment – Written and Oral

GER 1 & 2: Communication – Written and Oral

Students will:

- research a topic, develop an argument, and organize supporting details;
- demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;
- evaluate communication for substance, bias, and intended effect; and
- demonstrate the ability to revise and improve written and oral communication

Method:

The Director of Assessment selects a random 50% sample of GER 1 & 2 designated course sections to undergo assessment for the fall or spring semester according to the three-year academic assessment cycle. Faculty are notified of their course selection during the previous semester to allow time for planning assessment activities.

Instructors are responsible for selecting at least one student artifact to assess and are responsible for scoring student works with respect to their proficiency in one or more of the GER 1 & 2 Student Learning Outcomes. So results are uniform, scoring will be completed using the rubrics included in this methodology below the report form.

Instructors are responsible for filling out and submitting the GER 1 & 2 report form by the end of the week following final grade submission. **In addition, instructors must supply at least 2 student artifacts (1 from each level of proficiency: met, not met) as a sample and attach them.**

Instructors are responsible for submitting the Data Collection Report (below) to the GER coordinator by the end of the week following final grade submission.

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Additional Information:

For the learning objective “Evaluate an oral presentation according to established criteria,” the Humanities Department will agree upon a speech or debate to use, to be determined each cycle. 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.

Students will be assigned identification codes for confidentiality.

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.

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Basic Communication Assessment Methods:

Data Collection Report

Instructor & Class _____

You are being asked to complete this form because you are teaching a course that fulfills SUNY Canton's General Education requirement under the category of GER 1 & 2. In order to fulfill that requirement, students are expected to meet specific student learning objectives. This form provides a method for documenting student achievement of these learning objectives.

Instructions

Please complete this form for all GER learning objectives. Within each learning objective, please complete cells for the assessment tools you used, a description of the tool(s) used, the overall results for the SLO, and a reflection/use of the findings: and leave the others blank.

Please add any comments or suggestions about the form or the general education assessment process at the end of this form.

In addition to completing this form, please include your rubric used for assessment of student work as well as at least one student artifact for each level of proficiency (met, not met).

Thank you!

If you have any questions about how to complete the form or need any clarification of learning objectives or about the General Education assessment process please contact Kirk Jones, jonesk@canton.edu. Additional information about General Education assessment at SUNY Canton can be found at <http://www.canton.edu/provost/assessment/>

This form is due to Kirk Jones no later than one week after fall final grade submission.

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Learning Objectives:	Assessment tools:	Results/Findings:		Reflection/Use of Findings:									
<p>Below are the two objectives for GER 1 & 2: Basic Comm. Faculty members are expected to record student proficiency in all areas on this report form.</p>	<p>This list represents a variety of tools commonly used to assess this SLO. Please select the tool(s) you will be using for the GER assessment. Please highlight the tool(s) you are using, and add a brief description of the tool used (e.g., final exam essay #2) in the space to the right.</p>	<p>Record the number and percentage of students achieving at the different levels for <u>each objective</u> (not each measure.) Percentages will be based the number of students who participated in the assessment only (e.g., if your course has 10 students enroll, but only 8 take the assessment, those 8 represent the denominator.)</p>		<p>Based on these results, briefly address what changes you plan for improving student learning.</p>									
<p><i>Students will:</i></p>	<p># of students participating in assessment:</p>	<p>Met N__ %__</p>	<p>Not Met N__ %__</p>	<p><u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u></p>									
<p>1. research a topic, develop an argument, and organize supporting details;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Assignment</td></tr> <tr><td>Exam question(s)</td></tr> <tr><td>Oral presentation</td></tr> <tr><td>Project (group or individual)</td></tr> <tr><td>Quiz</td></tr> <tr><td>Research paper</td></tr> <tr><td>Student Artifact</td></tr> <tr><td>Student Portfolio</td></tr> <tr><td>Other (Please specify):</td></tr> </table>	Assignment	Exam question(s)	Oral presentation	Project (group or individual)	Quiz	Research paper	Student Artifact	Student Portfolio	Other (Please specify):	<p>Description of tool(s):</p>		
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<p>2. demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Assignment</td></tr> <tr><td>Exam question(s)</td></tr> <tr><td>Oral presentation</td></tr> <tr><td>Project (group or individual)</td></tr> <tr><td>Quiz</td></tr> <tr><td>Research Paper</td></tr> <tr><td>Student Artifact</td></tr> <tr><td>Student portfolio</td></tr> <tr><td>Other (Please specify):</td></tr> </table>	Assignment	Exam question(s)	Oral presentation	Project (group or individual)	Quiz	Research Paper	Student Artifact	Student portfolio	Other (Please specify):	<p>Description of tool(s):</p>		
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Learning Objectives:	Assessment tools:	Results/Findings:		Reflection/Use of Findings:
Below are the objectives for GER 1 & 2. Faculty members are expected to record student proficiency in all areas	This list represents a variety of tools commonly used to assess this SLO. Please select the tool(s) you will be using for the GER assessment. Please highlight the tool(s) you are using, and add a brief description of the tool used (e.g., final exam essay #2) in the space to the right.	Record the number and percentage of students achieving at the different levels for <u>each objective</u> (not each measure.) Percentages will be based the number of students who participated in the assessment only (e.g., if your course has 10 students enroll, but only 8 take the assessment, those 8 represent the denominator.)		Based on these results, briefly address what changes you plan for improving student learning.
<i>Students will:</i>	# of students participating in assessment:	Met N__ %__	Not Met N__ %__	<u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u>
3. evaluate communication for substance, bias, and intended effect; and	Assignment	Description of tool(s):		
	Exam question(s)			
	Oral presentation			
	Project (group or individual)			
	Quiz			
	Research paper			
	Student Artifact			
	Student Portfolio			
	Other (Please specify):			
<i>Students will:</i>	# of students participating in assessment:	Met N__ %__	Not Met N__ %__	<u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u>
4. demonstrate the ability to revise and improve written and oral communication	Assignment	Description of tool(s):		
	Exam question(s)			
	Oral presentation			
	Project (group or individual)			
	Quiz			
	Research paper			
	Student Artifact			
	Student Portfolio			
	Other (Please specify):			

General Education Assessment – Basic Communication

GER 1 & 2 Rubrics

BASIC COMMUNICATION ASSESSMENT STANDARDS (RUBRIC 1)

	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Production of coherent communication within common college-level written & oral forms	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.)
Production of coherent communication within common college-level written & oral forms	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;
Research, Argument, Synthesis & Expression	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.
Revision	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.

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Criteria 3 rubric for GER 1 & 2 *(derived from Rcampus)*

Effectiveness of Author's Message	<p>Incomplete</p> <p>Evaluation of effectiveness is non-existent or obscure, relates none or very few of the pertinent details relating to the author's message about John Brown.</p>	<p>Minimal</p> <p>Evaluation of effectiveness is minimal, shows very few of the pertinent details relating to the author's message about John Brown.</p>	<p>Adequate</p> <p>Evaluation of effectiveness is adequate, shows some of the pertinent details relating to the author's message about John Brown.</p>	<p>Very good</p> <p>Evaluation of effectiveness is very good, shows most of the pertinent details relating to the author's message about John Brown.</p>	<p>In Depth</p> <p>Evaluation of effectiveness is clear and in depth, shows many or all of the pertinent details relating to the author's message about John Brown.</p>
Identification of perspective, bias	<p>Incomplete</p> <p>No words relate to author's perspective or bias.</p>	<p>Minimal</p> <p>Minimal selection and arrangement of words relate to author's perspective or bias.</p>	<p>Adequate</p> <p>Adequate selection and arrangement of words relate to author's perspective or bias.</p>	<p>Very good</p> <p>Very good variety and arrangement of words relate to author's perspective or bias.</p>	<p>In Depth</p> <p>Excellent, in-depth variety and arrangement of words relating to author's perspective or bias, also alternate perspective or why this bias was effective.</p>

General Education Assessment – Basic Communication

GER Assessment Policies

Faculty and students will periodically be required to engage in assessment activities to ensure that the General Education learning outcomes are being met.

- GER student learning outcomes are assessed on a three-year cycle through the courses designated as meeting that GER.
- Any instructor (full-time or adjunct) teaching any course with a GER designator (online or face-to-face) may be called to participate in GER assessment activities.
- A random sample of GER designated courses are selected by the Office of Institutional Effectiveness during the spring semester preceding the GER assessment year. If a faculty member is teaching two of the same course they have the option of choosing either section for assessment.

- **Protocol for creating a new course for GER approval:**

- For a course to be accepted as a GER course, the GER assessment methodology must be attached to the course proposal as it moves forward to curriculum committee. GER mapping to course SLOs must be present in course proposal.
- Additionally, indicate which course objective will be used to GER assessment.
- Upon approval, the course objectives must be mapped to the GER the course is approved for

- **Protocol for Methodology Revision**

- Faculty who wish to revise their GER methodology must submit proposed methodology to the GER committee by the fifth week of the semester before their assessment cycle begins.
- The GER committee will review and provide feedback for revision, and if necessary request a meeting with the GER coordinator. They will provide feedback within six weeks.
- Resubmission of the revised methodology must occur by the last day of the semester prior to the assessment cycle the methodology will be used in.

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- If the methodology does not comply with the needs of the campus and SUNY standards, the previous methodology will be employed for the assessment cycle.

Additional Information

GER-Approved Courses at SUNY Canton: https://www.canton.edu/media/pdf/approved_courses.pdf