

General Education Assessment – Basic Communication

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 texts.
- Evaluate an oral presentation according to established criteria.
- Develop proficiency in oral discourse.

Method:

The Office of Institutional Effectiveness selects a random 30% sample of GER 10 designated courses to undergo assessment for the fall semester. Faculty are notified of their course selection during the previous spring 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 10 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 entering their chosen GER measures into Taskstream by the 4th week of fall semester and entering the findings for these measures into Taskstream by the end of the week following final grade submission. **In addition, instructors must supply at least 3 student artifacts (1 from each level of proficiency: exceeded, met, not met) as a sample and attach them in Taskstream. Three artifacts must be provided for the first three SUNY objectives:**

- 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 texts.

We are currently exempt from providing artifacts for the last SUNY objectives:

- Evaluate an oral presentation according to established criteria.
- Develop proficiency in oral discourse.

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 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 10. 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 these findings in your course Taskstream workspace, including your rubric used for assessment of student work as well as at least one student artifact for each level of proficiency.

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, ex 7719, or Rachel Santose, santoser@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 10: Basic Comm. Faculty members are expected to record student proficiency in all areas</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 demonstrate:</i></p>	<p># of students participating in assessment:</p>	Exceeded		Met		Did not meet		<p><u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u></p>
		N	%	N	%	N	%	
<p>1. Produce coherent texts within common college-level written forms.</p>	<p>Assignment Exam question(s) Oral presentation Project (group or individual) Quiz Research paper Student Artifact Student Portfolio Other (Please specify):</p>	<p>Description of tool(s):</p>						
<p><i>Students will demonstrate:</i></p>	<p># of students participating in assessment:</p>	Exceeded		Met		Did not meet		<p><u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u></p>
		N	%	N	%	N	%	
<p>2. Research a topic, develop an argument, and organize supporting details.</p>	<p>Assignment Exam question(s) Oral presentation Project (group or individual) Quiz Research Paper Student Artifact Student portfolio Other (Please specify):</p>	<p>Description of tool(s):</p>						

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		N	%	N	%	N	%												
3. Demonstrate the ability to revise and improve such texts	<table border="1"> <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):	Description of tool(s):								
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Other (Please specify):																			
4. Evaluate an oral presentation according to established criteria	<table border="1"> <tr><td># of students participating in assessment:</td></tr> <tr><td> </td></tr> <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>	# of students participating in assessment:		Assignment	Exam question(s)	Oral presentation	Project (group or individual)	Quiz	Research paper	Student Artifact	Student Portfolio	Other (Please specify):	Exceeded		Met		Did not meet		<u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u>
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Learning Objectives:	Assessment tools:	Results/Findings:						Reflection/Use of Findings:
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<i>Students will demonstrate:</i>	# of students participating in assessment:	Exceeded		Met		Did not meet		<u>Please include planned changes to curriculum, teaching and assessment methods, and/or support services</u>
		N	%	N	%	N	%	
5. Develop proficiency in oral discourse	Assignment	Description of tool(s):						
	Exam question(s)							
	Oral presentation							
	Project (group or individual)							
	Quiz							
	Research paper							
	Student Artifact							
	Student Portfolio							
Other (Please specify):								

Please add any comments or suggestions about the form or the general education assessment process:

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GER 10 Rubrics

BASIC COMMUNICATION ASSESSMENT STANDARDS (RUBRIC 1)

	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Production of coherent texts within common college-level written forms (1st criteria)	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 texts within common college-level written forms (2nd criteria)	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.
Effective Evaluation Skills (evaluation of oral presentation)	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)
Proficiency in Oral Discourse	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)

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- (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 (A)	Good (B)	Satisfactory (C)	Needs Improvement (D)	Score
Introduction	(1) Gains the attention of the Audience, (2) Clearly identifies the topic, (3) Establishes credibility, (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 (2) Sufficient data (three or more sources)	(1) Prepared, but could use additional rehearsals (2) Only two sources	(1) Somewhat prepared, but it seems that the speech was not rehearsed (2) Only one source used	(1) Unprepared (2) No data. Primarily based on opinion	
Visual Elements	(1) Facial expression and body language convey strong enthusiasm and interest (2) Posture (3) Use of Visual Supplements (ppt,	Meets three of four criteria.	Meets two of four criteria	Meets only one of four criteria	

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	posters, figures, etc) (4) Professional attire				
Interaction with Audience	(1)Eye contact with audience virtually all the time (except for brief glances at notes) (2) Checks frequently with audience for comprehension (3) Dealing effectively with audience questions	(1)Eye contact with audience less than 50% of the time Meets both additional requirements.	(1)Eye contact with audience less than 50% of the time Meets one of the two additional requirements.	(1)Little or no eye contact Does not meet additional requirements.	
Clarity	(1)Speaks clearly and distinctly all the time, (2) no mispronounced words. (3)Sufficient volume (4) Rate of Speech allows for audience engagement.	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: _____

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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.
- **Timeline for GER Assessment:**
 - February (**Spring Semester**): Office of Institutional Effectiveness (OIE) notifies GER assessment coordinator of upcoming assessment and calls for methodology revisions (if any)
 - March 1: Methodology changes for upcoming assessment cycle must be submitted to GER Assessment Subgroup
 - Mid-April: OIE selects courses up for GER review the following fall and notifies faculty
 - 2nd week of classes (**Fall Semester**): OIE reminds faculty (and notifies new faculty) of GER assessment requirements
 - End of 4th week of classes: Faculty must enter their assessment measures of GER course SLOs into Taskstream.
 - End of 5th week of classes: Faculty update GER coordinator on progress with measure entry in Task Stream.
 - 1 week after final grade submission: Faculty must enter findings to Taskstream measures and submit Data Collection Reports to GER coordinator along with student artifacts.
 - Friday before the first week of classes (**Spring Semester**): faculty will meet to discuss GER findings and strategic plan for improving student learning.
 - March 1: GER Summary Report and GER Campus Report due to GER Assessment Subcommittee for review and recommendations.
 - March 15: GER Assessment Subcommittee presents reports and recommendations to Academic Assessment Committee
 - April 1: Academic Assessment Committee presents reports to Deans' Cabinet for inclusion in budget (if applicable.)
 - **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.
 - Additional, 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.