Core Competencies Assessment 2011-2012—Area I: Communications

Class: English 102 Fall 2011 and Spring 2012 Faculty: R. Jones and J. Johnson

Common Core No.: ENGL 1113

Competencies	Assessment Procedures		Asses	sment F	<u>Results</u>		How Results Will Be	(Optional)
(Learning Outcomes	(Process/Instrument						Used <u>To Make</u>	Recommendations/Goals/
Being Measured)	named or described –						<u>Improvements</u>	Priorities
	rubric attached)							
1. Students will analyze and	A total of 82 students		tructions ar				Benchmarks were met	
evaluate oral and written	were assessed using the	(1) Number	(2) Number of	(3) Number	(4) Number	Percent of "Good and	for these	
communication in terms of	standardized rubric.	of	Developing	of Good	of	"Exemplary"	competencies.	
situation, audience,		Beginning	Students	Students	Exemplary		•	
purpose, aesthetics, and diverse points of view.	BENCHMARK: 75% of	Students 11	10	24	Students 37	74%		
Students should:	students receive a score		10	2-7	37	7470		
Understand, appreciate, and	of 3 or better on the							
critically evaluate a variety		Offers an i	nteresting t	tle that id	entifies the	topic and		
of written and spoken	standardized rubric.	argument.						
messages in order to make		(1)	(2)	(3)	(4)	Percent of		
informed decisions.		Number of	Number of Developing	Number of Good	Number of	"Good and "Exemplary"		
		Beginning	Students	Students	Exemplary	zxep.a. y		
		Students 9	11	19	Students 43	76%		
2. Students will express a			a clear, pred		.0		This suitouis amplied to	
primary purpose in a			isticated in	. •			This criteria applied to	
compelling statement and		(1)	(2)	(3)	(4)	Percent of	only some of the	
order supporting points		Number	Number of	Number	Number	"Good and	student work (24	
logically and convincingly.		of Beginning	Developing Students	of Good Students	of Exemplary	"Exemplary"	students) assessed. For	
Students should:		Students	Students	Students	Students		those 24, the	
Organize their thinking to		0	2	12	10	92	benchmark was met.	
express their viewpoints								
clearly, concisely, and								
effectively.								

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3. Students will use

effective rhetorical

inform, and engage.

Students should:

strategies to persuade,

Select and use the best

message to a particular

audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams,

formats).

means to deliver a particular

Provides an accurate forecast that is sophisticated in its foreshadowing of the paper (1) Percent of Number Number of Number "Good and Number Developing of Good of "Exemplary" of Students Exemplary Beginning Students Students Students 37 79% Provides enough examples and analysis to make the paper's intent clear, and to make the entire paper persuasive and insightful. (1) Percent of Number of "Good and Number Number Number of Developing of Good "Exemplary" Beginning Students Students Exemplary Students Students 9 17 25 41 80% Logically divides all paragraphs and persuasively Benchmark was met. sequences paragraphs to highlight the chosen argumentation strategy. (1) (3) (4) Percent of (2) Number Number of Number Number "Good and "Exemplary" of Developing of Good of Beginning Students Students Exemplary Students Students 10 8 25 39 78%

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Provides persuasive, precise topic sentences and transitions in all paragraphs; all paragraphs have one main idea and work together to illuminate the organizational scheme of the paper.

(1)	(2)	(3)	(4)	Percent of
Number	Number of	Number	Number	"Good and
of	Developing	of Good	of	"Exemplary"
Beginning	Students	Students	Exemplary	
Students			Students	
9	12	23	38	74%

Benchmark is nearly met.

Contains logical sentence sequencing within every paragraph, that highlights the persuasive argument.

paragraph, and anguite and paragraph anguite						
(1)	(2)	(3)	(4)	Percent of		
Number	Number of	Number	Number	"Good and		
of	Developing	of Good	of	"Exemplary"		
Beginning	Students	Students	Exemplary			
Students			Students			
10	9	22	41	77%		

Benchmark is met.

Other possible solutions are addressed (conceded), acknowledged, or refuted.

(1)	(2)	(3)	(4)	Percent of		
Number	Number of	Number	Number	"Good and		
of	Developing	of Good	of	"Exemplary"		
Beginning	Students	Students	Exemplary			
Students			Students			
0	0	14	10	100%		

Not all students were assessed on this criterion, but those that were met the benchmark.

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Tage 1 of 5 1111 doubted English 102					
		Maintains a distinctive and convincing voice appropriate to the rhetorical situation and that includes precise diction.			
		(1) (2) (3) (4) Percent of Number of Number of Of Operation of Students Students Students Students Students Students Students			
		8 10 22 42 78% The benchmark on this criterion was met.			
		Logos, ethos, pathos; language usage; purpose; tone; etc.			
		(1) (2) (3) (4) Percent of "Good and of Beginning Students			
		The benchmark on this criterion was met.			
4. Students will employ writing and/or speaking		Coherence, diction, word usage, syntax, etc. The language is precise, the wording exact and accurate.			
processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct	(1) (2) (3) (4) Percent of Number Number of Number Number "Good and of Developing of Good of "Exemplary" Students Students Students 8 9 28 37 79%				
diction, syntax, grammar, and mechanics. Students should: Use standard processes for		The benchmark on this criterion was met.			
generating documents or oral presentations independently and in					

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groups.	
	Complete senten

Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc.

(1)	(2)	(3)	(4)	Percent of
Number	Number of	Number	Number	"Good and
of	Developing	of Good	of	"Exemplary"
Beginning	Students	Students	Exemplary	
Students			Students	
10	14	20	38	70%

The benchmark on this criterion was not met. Faculty identified no means to improve their address of this criterion.

S/V agreement, pronoun consistency, tense; commas; apostrophes; placement of quotation marks, question marks, etc.

(1)	(2)	(3)	(4)	Percent of
Number	Number of	Number	Number	"Good and
of	Developing	of Good	of	"Exemplary"
Beginning	Students	Students	Exemplary	
Students			Students	
7	10	27	38	79%

The benchmark was met.

Exhibits nearly error-free writing.

	(1)	(2)	(3)	(4)	Percent of
	Number	Number of	Number	Number	"Good and
	of	Developing	of Good	of	"Exemplary"
	Beginning	Students	Students	Exemplary	
	Students			Students	
	9	10	25	38	77%
i					

The benchmark was met.

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5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.

Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting. Sources are introduced & identified in the text; citations are accurate in terms of APA or MLA format; summaries and paraphrases are soundly integrated into the writing and cited accordingly.

ſ	(1)	(2)	(3)	(4)	Percent of
	Number	Number of	Number	Number	"Good and
	of	Developing	of Good	of	"Exemplary"
	Beginning	Students	Students	Exemplary	
	Students			Students	
Ī	0	2	9	13	92%

Not all students were assessed, but those that were saw the benchmark reached.

The Works Cited/References page is correctly formatted. Plagiarism is absent.

(1)	(2)	(3)	(4)	Percent of
Number	Number of	Number	Number	"Good and
of	Developing	of Good	of	"Exemplary"
Beginning	Students	Students	Exemplary	
Students			Students	
0	0	3	21	100%

Not all students were assessed, but those that were saw the benchmark reached.

Supporting evidence is accurate, current, appropriate, & sufficient.

	(1)	(2)	(3)	(4)	Percent of
	Number	Number of	Number	Number	"Good and
	of	Developing	of Good	of	"Exemplary"
	Beginning	Students	Students	Exemplary	
	Students			Students	
I	8	11	25	38	76%

The benchmark was reached.

Beginning

9

Students

Students

12

Students

The benchmark was nearly reached. Faculty identified the support of librarians as a key variable in instruction.

34

Exemplary

Students

74%

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6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.

Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.

End -- Area I

Logic is appropriate; inferences are drawn from facts; examples are reasonable; statistics are logical; opinions are distinguished from fact.

ſ	(1)	(2)	(3)	(4)	Percent of
	Number	Number of	Number	Number	"Good and
	of	Developing	of Good	of	"Exemplary"
	Beginning	Students	Students	Exemplary	
	Students			Students	
ľ	8	7	30	37	82%

The benchmark was reached.

Demonstrates original ideas and sophisticated analysis of the chosen topic.

of the enosen topic.						
(2)	(3)	(4)	Percent of			
Number of	Number	Number	"Good and			
Developing	of Good	of	"Exemplary"			
Students	Students	Exemplary				
		Students				
9	21	43	78%			
	(2) Number of Developing	(2) (3) Number of Number Developing of Good Students Students	(2) (3) (4) Number of Number Number Developing of Good Students Students Exemplary Students			

The benchmark was reached.

Contains no factual errors and no conceptual deficiencies.

	(1)	(2)	(3)	(4)	Percent of
N	lumber	Number of	Number	Number	"Good and
	of	Developing	of Good	of	"Exemplary"
Be	eginning	Students	Students	Exemplary	
St	tudents			Students	
	10	10	29	21	61%

This category saw the worst performance of any assessed. No specific means of expanding and improving instruction were identified by faculty, however.

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Faculty: Ramon Jones

Class: English 104 Fall 2011 and Spring 2012

Common Core No.: ENGL 1123

Competencies (Learning Outcomes	Assessment Procedures (Process/Instrument		Asses	sment F	<u>Results</u>		How Results Will Be Used <u>To Make</u>	(Optional) Recommendations/Goals/
Being Measured)	named or described – rubric attached)						<u>Improvements</u>	Priorities
1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken	102 students were assessed in the English 104 course.	(1) Number of Beginning Students	tructions ar (2) Number of Developing Students 12	(3) Number of Good Students	(4) Number of Exemplary Students 47	Percent of "Good and "Exemplary"	Benchmarks were met or exceeded.	
messages in order to make informed decisions.		(1) Number of Beginning Students	(2) Number of Developing Students	(3) Number of Good Students	(4) Number of Exemplary Students	Percent of "Good and "Exemplary"		
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should:		sophisticat (1) Number of Beginning	clear, precised in both s (2) Number of Developing Students	. •	and insight (4) Number of Exemplary		Benchmarks were met or exceeded.	
Organize their thinking to express their viewpoints clearly, concisely, and effectively.		foreshadov (1) Number of	ving of the (2) Number of Developing	(3) Number of Good	(4) Number of	78% sticated in its Percent of "Good and "Exemplary"		
		Beginning Students 10	Students 13	Students 37	Exemplary Students 42	77%		

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Assessment Results How Results Will Be Competencies Assessment Procedures (Optional) Recommendations/Goals/ (Learning Outcomes (Process/Instrument **Used To Make** Being Measured) named or described -**Priorities Improvements** rubric attached) Provides enough examples and analysis to make the paper's intent clear, and to make the entire paper persuasive and insightful. (1) (4) Percent of Number Number of Number Number "Good and of Developing of Good "Exemplary" Beginning Students Students Exemplary Students Students 15 31 71% Benchmark was not met in above category. Faculty 3. Students will use effective rhetorical plan to examine readings for the rhetorical power of strategies to persuade, research that includes many different examples. inform, and engage. Students should: Select and use the best Logically divides all paragraphs and persuasively means to deliver a particular sequences paragraphs to highlight the chosen message to a particular argumentation strategy. (3) (4) Percent of audience. Rhetorical (1) (2) Number Number of Number Number "Good and strategies include but are of Good "Exemplary" of Developing of not limited to modes (such Students Beginning Students Exemplary as narration, description, Students Students 77% and persuasion), genres 10 13 29 Benchmark was met. (essays, web pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).

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Competencies **Assessment Procedures Assessment Results How Results Will Be** (Optional) (Learning Outcomes (Process/Instrument **Used To Make** Recommendations/Goals/ Being Measured) named or described -**Priorities Improvements** rubric attached) Provides persuasive, precise topic sentences and transitions in all paragraphs; all paragraphs have one main idea and work together to illuminate the organizational scheme of the paper. (1) (2) (3) (4) Percent of Number Number of Number Number "Good and "Exemplary" of Developing of Good Students Students Exemplary Beginning Students Students 12 30 79% Benchmark was met. Contains logical sentence sequencing within every paragraph, that highlights the persuasive argument. (1) (2) (3) (4) Percent of Number Number of Number Number "Good and of Good "Exemplary" of Developing Beginning Students Students Exemplary Students Students 14 29 78% 51 Benchmark was met. Other possible solutions are addressed (conceded), acknowledged, or refuted. (1) (2) (3) (4) Percent of Number Number of Number Number "Good and of Good Developing "Exemplary" Students Students Exemplary Beginning Students Students 10 15 33 43 75% Benchmark was met.

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Competencies **Assessment Procedures Assessment Results How Results Will Be** (Optional) (Learning Outcomes (Process/Instrument **Used To Make** Recommendations/Goals/ Being Measured) named or described -**Priorities Improvements** rubric attached) Maintains a distinctive and convincing voice appropriate to the rhetorical situation and that includes precise diction. (1) (2) (3) (4) Percent of Number "Good and Number of Number Number Developing of Good of "Exemplary" of Students Beginning Students Exemplary Students Students 15 25 75% Benchmark was met. Logos, ethos, pathos; language usage; purpose; tone; etc. (1) (2) (3) (4) Percent of Number Number of Number Number "Good and of Developing of Good of "Exemplary" Beginning Students Students Exemplary Students Students 31 78% 8 14 49 Benchmark was met. 4. Students will employ writing and/or speaking processes such as planning, Coherence, diction, word usage, syntax, etc. The collaborating, organizing, language is precise, the wording exact and accurate. (1) (2) (3) (4) Percent of composing, revising, and Number Number of Number Number "Good and editing to create Developing of Good "Exemplary" of presentations using correct Beginning Students Students Exemplary diction, syntax, grammar, Students Students and mechanics. 10 15 29 48 75% Benchmark was met. Students should: Use standard processes for generating documents or

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Assessment Procedures Assessment Results (Optional) Competencies **How Results Will Be** (Learning Outcomes (Process/Instrument **Used To Make** Recommendations/Goals/ Being Measured) named or described -**Priorities Improvements** rubric attached) oral presentations independently and in groups. Complete sentences; avoids FRAG, RO, and CS (i.e., sentence boundaries); unity, development, variety, absence of redundancy, etc. (4) (1) (3) Percent of Number Number Number of Number "Good and Developing of Good "Exemplary" of of Beginning Students Students Exemplary Students Students 29 49 76% Benchmark was met. S/V agreement, pronoun consistency, tense; commas; apostrophes; placement of quotation marks, question marks, etc. (1) (2) (3) (4) Percent of "Good and Number Number of Number Number "Exemplary" of Developing of Good of Students Students Exemplary Beginning Students Students 12 79% 9 31 Benchmark was met.

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Competencies	Assessment Procedures	Assessment Results	How Results Will Be	(Optional)
(Learning Outcomes	(Process/Instrument		Used <u>To Make</u>	Recommendations/Goals/
Being Measured)	named or described –		<u>Improvements</u>	Priorities
	rubric attached)			
		Exhibits nearly error-free writing.		
		(1) (2) (3) (4) Percent of Number Number Number Number Good and		
		of Developing of Good of "Exemplary"		
		Beginning Students Students Exemplary		
		Students Students 11 12 28 51 77%		
		Benchmark was met.		
		benefittati was mee.		
5. Students will integrate		Sources are introduced & identified in the text;		
research correctly and		citations are accurate in terms of APA or MLA format;		
ethically from credible sources to support the		summaries and paraphrases are soundly integrated into the writing and cited accordingly.		
primary purpose of a		(1) (2) (3) (4) Percent of		
communication.		Number Number of Number Number "Good and		
Students should:		of Developing of Good of "Exemplary" Beginning Students Students Exemplary		
Gather legitimate		Students Students Students Students		
information to support		17 20 40 25 63%		
ideas without plagiarizing,		Benchmark was not met. Faculty plan to utilize		
misinforming or distorting.		presentations by the Writing Center and Library to help		
		supplement in-class instruction re: MLA and APA format, summarizing and paraphrasing.		
		Jornat, summarizing and paraphrasing.		
		The Works Cited/References page is correctly		
		formatted. Plagiarism is absent.		
		(1) (2) (3) (4) Percent of		
		Number Number of Number Number "Good and of Developing of Good of "Exemplary"		
		Beginning Students Students Exemplary		
		Students Students 10 17 38 37 74%		
		10 17 38 37 74% Marginally below benchmark. Faculty plan to use		
1		Warginary below benefithark. Tuculty plan to use		

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Assessment Procedures Assessment Results How Results Will Be (Optional) Competencies (Learning Outcomes (Process/Instrument **Used To Make** Recommendations/Goals/ Being Measured) named or described -**Priorities Improvements** rubric attached) additional support from online tutoring sources, as well as existing supplemental support from Librarians and the Writing Center to improve student performance. Supporting evidence is accurate, current, appropriate, & sufficient. (1) (2) (3) (4) Percent of Number Number of Number Number "Good and of Good "Exemplary" Developing Students Students Exemplary Beginning Students Students 20 72% 42 31 Benchmark was not met. Instructors plan to use additional support from online tutoring sources, as well as existing supplemental support from Librarians and the Writing Center to improve student performance. Provides properly formatted in-text citations with almost no errors. (3) (4) Percent of (1) (2) Number Number of Number Number "Good and Developing of Good of "Exemplary" Students Students Beginning Exemplary Students Students 16 40 71% Benchmark was not met. Faculty plan to utilize presentations by the Writing Center and Library to help supplement in-class instruction re: MLA and APA format and parenthetical citation.

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Competencies	Assessment Procedures		Asses	sment F	<u>Results</u>		How Results Will Be	(Optional)
(Learning Outcomes	(Process/Instrument						Used <u>To Make</u>	Recommendations/Goals/
Being Measured)	named or described –						Improvements	Priorities
	rubric attached)						<u>p. 0 1 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 </u>	
		Provides re	elevant, suff	icient, and	d skillfully in	ntegrated		
		evidence tl	hat is carefu	illy selecte	ed and goes	beyond the		
		obvious ch	oices.					
		(1)	(2)	(3)	(4)	Percent of		
		Number	Number of	Number	Number	"Good and		
		Of	Developing	of Good	of	"Exemplary"		
		Beginning Students	Students	Students	Exemplary Students			
		7	26	39	30	68%		
		Benchmark	was not m	et. Instru	ctor whose	students		
		were the lo	w performe	ers here ho	as left CCC.			
			, , ,		,			
		Provides st	rategic dev	elonment	of all chose	n research		
			tual selection	-				
		-	ith said ma			carmigiai		
		(1)	(2)	(3)	(4)	Percent of		
		Number	Number of	Number	Number	"Good and		
		of	Developing	of Good	of	"Exemplary"		
		Beginning	Students	Students	Exemplary			
		Students		40	Students	740/		
		8	22	43	29	71%		
		Renchmark	was not m	et Instru	ctor whose	students		
		Benchmark was not met. Instructor whose students were the low performers here has left CCC.			Students			
		were trie it	iw perjorine	:13 11616 110	is ieji CCC.			

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Competencies	Assessment Procedures	Assessment Results	How Results Will Be	(Optional)
(Learning Outcomes	(Process/Instrument		Used <u>To Make</u>	Recommendations/Goals/
Being Measured)	named or described –		Improvements	Priorities
	rubric attached)		<u>p. 0 1 0 0 1 0</u>	
6. Students will engage in		Logic is appropriate; inferences are drawn from facts;		
reasoned civic discourse		examples are reasonable; statistics are logical; opinio are distinguished from fact.	5	
while recognizing the		(1) (2) (3) (4) Percent o	¬	
distinctions among		Number Number of Number Number "Good and		
opinions, facts, and		of Developing of Good of "Exemplary	•	
inferences. Students should:		Beginning Students Students Exemplary		
		Students Students	_	
Negotiate civilly with others		9 15 44 34 76 Benchmark was met.		
to accomplish goals and to		Benchmark was met.		
function as responsible		Demonstrates existing lides and continue to the		
citizens.		Demonstrates original ideas and sophisticated analys		
End Area I		of the chosen topic.	¬	
		(1) (2) (3) (4) Percent o Number Number of Number Number "Good and		
		of Developing of Good of "Exemplary	.	
		Beginning Students Students Exemplary		
		Students Students	_	
		11 14 43 34 75		
		Benchmark was met.		
		Contains no factual errors and no conceptual		
		deficiencies.		
		(1) (2) (3) (4) Percent o	\neg	
		Number Number of Number Number "Good and		
		of Developing of Good of "Exemplary		
		Beginning Students Students Exemplary Students		
		9 21 38 34 70		
		Benchmark was not met. Instructor whose students	」	
		were the low performers here has left CCC.		
		were the low perjormers here has left CCC.		

Faculty Member Completing Assessments:

Ramon Jones and Janett Johnson

June 19, 2012

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Name Date Phone Number

Core Competencies Assessment 2011-2012—Area I: Communications

Class: COMM 101 Faculty: Judith Spillane

Common Core No.: COMM 1213

Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
1. Students will analyze and				
evaluate oral and written				
communication in terms of				
situation, audience, purpose,				
aesthetics, and diverse points of				
view.				
Students should:				
Understand, appreciate, and				
critically evaluate a variety of				
written and spoken messages in				
order to make informed decisions.				
2 Chudanta will average a primary				
2. Students will express a primary				
purpose in a compelling				
statement and order supporting				
points logically and convincingly. Students should:				
Organize their thinking to express				
their viewpoints clearly, concisely,				
and effectively.				
and effectively.				
3. Students will use effective				
rhetorical strategies to persuade,				
inform, and engage.				
Students should:				
Select and use the best means to				
deliver a particular message to a				
particular audience. Rhetorical				
strategies include but are not				
limited to modes (such as				
narration, description, and				
persuasion), genres (essays, web				

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Common Core No.: COMM 1213

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Competencies	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
pages, reports, proposals), media and technology (PowerPointTM, electronic writing), and graphics (charts, diagrams, formats).	,			
4. Students will employ writing	Oral Presentation: Students must	Results: 85% of students (n = 34)	This assignment allows for	
and/or speaking processes such as	give an oral presentation on a	scored between 5-4.5 or Excellent.	creativity from the student and will	
planning, collaborating,	communication topic of their	2.5% (n=5) scored between 4.4-4	be retained. Other assessment	
organizing, composing, revising,	choice. The topic must be related	or Good. 0 students scored in the	tools will be introduced in order to	
and editing to create	to interpersonal communication	Needs Improvement. 2.5% scored	measure additional competencies.	
presentations using correct	and include 3 sources, one of	3.4 or below or Poor or Incomplete		
diction, syntax, grammar, and	which should be the text, another	category.		
mechanics.	source must be a media review,			
Students should:	and the third must be a print			
Use standard processes for	source.			
generating documents or oral	Script: The script must be at least			
presentations independently and	2 typed pages, double spaced, 1			
in groups.	inch margins, no larger than 12			
	font. The script should be written			
	as a narrative and must clearly			
	identify your 3 sources. Both the			
	oral presentation and script should			
	provide the following information:			
	 The communication topic 			
	you have chosen;			
	Why you chose this topic;			
	3. Definition(s) of the topic;			
	4. Explanation of how the			
	topic relates to			
	interpersonal			
	communication;			
	5. The title and type of			
	media you reviewed;			

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<u>Competencies</u>	Assessment Procedures	Assessment Results	How Results Will Be Used	(Optional)
(Learning Outcomes Being	(Process/Instrument named or		To Make Improvements	Recommendations/Goals/
Measured)	described – rubric attached)			Priorities
	6. How the media			
	interpreted or presented			
	your topic;			
	7. The type/title of your			
	print source and			
	explanation;			
	8. Your summary of the			
	topic.			
	9. Your references and			
	reference page.			
5. Students will integrate research				
correctly and ethically from				
credible sources to support the				
primary purpose of a				
communication.				
Students should:				
Gather legitimate information to				
support ideas without plagiarizing,				
misinforming or distorting.				
6. Students will engage in				
reasoned civic discourse while				
recognizing the distinctions				
among opinions, facts, and				
inferences.				
Students should:				
Negotiate civilly with others to				
accomplish goals and to function				
as responsible citizens.				
End Area I				

Faculty Member Completing Assessment:			
	Name	Date	Phone Number