

**CORE CURRICULUM ASSESSMENT REPORT:  
COMMUNICATION SKILLS**

**2016-2017**

**THE UNIVERSITY OF TEXAS AT SAN ANTONIO**

## TABLE OF CONTENTS

### EXECUTIVE SUMMARY

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#### DESCRIPTION OF OVERALL ASSESSMENT PROCESS

##### ASSESSMENT OF COMMUNICATION SKILLS

THECB Definition and UTSA Student Learning Outcomes

Description of Assessment Process for Communication Skills

##### ASSESSMENT METHODOLOGY: METHODS, MEASURES, & TARGETS

Methods: Written, Oral, Visual Communication

Measures

Targets

##### DESCRIPTION OF POPULATION AND SAMPLE: FALL & SPRING

By College

By Gender

By Race/Ethnicity

Grade Point Average

##### RESULTS

Written

Oral

Visual

##### RECOMMENDATIONS TO IMPROVE STUDENT LEARNING

##### SUMMARY & RECOMMENDATIONS TO IMPROVE THE ASSESSMENT PROCESS

##### APPENDICES

APPENDIX A. OVERVIEW OF THECB CORE CURRICULUM STATE REQUIREMENTS

APPENDIX B. CORE CURRICULUM ASSESSMENT TEAM (CCAT) CHARGE & MEMBERSHIP

APPENDIX C. QUALTRICS EMAIL & SURVEY: COMMUNICATION SKILLS

APPENDIX D. CALL FOR STUDENT SAMPLES

APPENDIX E. TABLES: DESCRIPTION OF POPULATION & SAMPLE

APPENDIX F. RUBRICS

EXECUTIVE SUMMARY

To address the THECB’s definition of Communication Skills, the CCAT developed two student learning outcomes (SLOs).

ALIGNMENT WITH THECB CORE CURRICULUM OBJECTIVES	
THECB Objective	UTSA Student Learning Outcomes
<b>Communication Skills:</b> <i>to include effective development, interpretation and expression of ideas through written, oral and visual communication</i>	To demonstrate mastery of communication skills, students will be able to: <ol style="list-style-type: none"> <li>1. Articulate information clearly and fluently to audience(s) in oral, visual, and written forms</li> <li>2. Organize information clearly and consistently in oral, visual, and written forms</li> </ol>

To determine targets for the Communication Skills objective, the CCAT consulted UTSA students’ self-reported results on the National Survey of Student Engagement (NSSE). We expect that the means, medians, and modes for each rubric criterion nested within each SLO will meet or exceed 3 (“acceptable”) on a 1-4 scale.

Results should be interpreted cautiously considering the small number of student samples assessed (written: n = 253; oral: n = 216; visual: n = 290). Still, some implications can be gleaned from this initial assessment process.

**Written.**

Consistent awareness of audience and purpose was an area of strength for both the Fall and Spring semesters. Thus, continuation of existing faculty efforts is recommended.

Two areas of weakness consistent across both terms were (1) use of standard American English and (2) the ability to make clear transitions between paragraphs and sentences. Although students will benefit from faculty support in all aspects of writing delineated in the rubric, these are two areas in which faculty should focus efforts to support student improvement of writing skills.

**Oral.**

All benchmarks were reached for oral communication skills with overall means of 3.46 and 3.42 for the Fall and Spring, respectively. It is possible that our students have well-developed oral communication skills. However, it is also likely that these results are reflective of the assessment methodology and generosity error. Generosity error occurs when a rater is overly lenient or insufficiently critical.

Thus, at this juncture, it is recommended that Core Curriculum faculty continue to implement oral communications skills and that the evaluation approach be revised in the next assessment cycle.

**Visual.**

Visual communication was assessed in tandem with both written and oral communication skills. That is, the rubrics for both written and oral communication included criteria specific to visual

communication. Rubric criteria related to visual communication were only completed for those papers and presentations that included visual material.

Visual Communication within Written Material: All criteria met the benchmark of three with one exception. Students' abilities to "produce visual material that incorporates effective use of color, size, and design" fell slightly below the target with a mean of 2.9 in the Spring semester. The greatest strength was students' ability to produce visual materials relevant to the topic (3.57 and 3.45 in the Fall and Spring, respectively).

Visual Communication within Oral Presentations: Visual presentation aids exceeded the benchmark for both the Fall and the Spring semesters, 3.55 and 3.57, respectively. These results may indicate students' well-developed abilities to make use of visual aids as part of oral presentations. However, it is also possible these results reflect generosity error. It is recommended that core curriculum faculty continue to implement visual communication skills as they have been and that assessment methodology be revised in the next evaluation cycle.

Challenges to the assessment process are summarized and recommendations for improvements are presented in the final section of this report.

**CORE CURRICULUM ASSESSMENT REPORT:  
COMMUNICATION SKILLS  
2016-2017**

**DESCRIPTION OF OVERALL ASSESSMENT PROCESS**

The manner in which assessment is designed and conducted varies depending on its specific purpose. Core Curriculum course-level assessment seeks to discern how well a particular course meets requirements mandated by the Texas Higher Education Coordinating Board (THECB).

However, the overarching purpose of the Core Curriculum Assessment Team’s (CCAT) work is to address a different question: *How well are UTSA students mastering the six state-mandated Core Curriculum objectives?* (An overview of THECB Core Curriculum Requirements and CCAT Charge and Membership are included in Appendices A and B, respectively.)

To address this question, the CCAT designed an ongoing three-year assessment cycle whereby two (of the six) state-mandated objectives will be assessed each year. In year four, the cycle will begin again.

*Overview of UTSA CCAT Assessment Schedule*

STATE-REQUIRED OBJECTIVE	2016-17	2017-18	2018-19
Critical Thinking		X	
<b>Communication Skills</b>	X		
<b>Empirical &amp; Quantitative Skills</b>	X		
Teamwork			X
Social Responsibility		X	
Personal Responsibility			X

In 2016-2017, the Communication Skills and Empirical and Quantitative Skills (EQS) objectives were assessed. Details regarding EQS Assessment are presented in a separate report. This report speaks to the question, “*How well are UTSA Roadrunners mastering Communication Skills as defined by the THECB?*” “Roadrunner” is operationally defined as students who entered UTSA as first-time, full-time freshmen.

**ASSESSMENT OF COMMUNICATION SKILLS**

*THECB Definition and UTSA Student Learning Outcomes*

To address the THECB’s definition of Communication Skills, the CCAT developed two student learning outcomes (SLOs).

<b>ALIGNMENT WITH THECB CORE CURRICULUM OBJECTIVES</b>	
<b>THECB Objective</b>	<b>UTSA Student Learning Outcomes</b>
<b>Communication Skills:</b> <i>to include effective development, interpretation and expression of ideas through written, oral and visual communication</i>	To demonstrate mastery of communication skills, students will be able to: 1. Articulate information clearly and

	<p>fluently to audience(s) in oral, visual, and written forms</p> <p>2. Organize information clearly and consistently in oral, visual, and written forms</p>
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*Description of Assessment Process for Communication Skills*

To measure these SLOs, the CCAT determined which students would be sampled, designed assessment methodologies, developed scoring rubrics, conducted an online survey of faculty, and extended to faculty a call for samples of student work. Detailed information regarding methodologies and results is included in the following sections of this report.

As depicted in Appendix A, the Communication Skills objective is required across all components of the Core Curriculum. Faculty are required to include at least two of the three types of communication (oral, written, visual) in all core courses.

Thus, in the Fall 2016 semester, the population was operationally defined as UTSA Roadrunners in the 2014 cohort who had completed their Core Curriculum. To avoid duplication in the Spring 2017 term, this definition was slightly revised to include 2014 Roadrunners *who were not sampled* in the Fall term. Because the Spring cadre of students was smaller than the previous semester (Fall n = 900 versus Spring n = 687), the Spring sample was expanded to include Roadrunners who had completed 70% to 100% of their Core Curriculum.

**ASSESSMENT METHODOLOGY: METHODS, MEASURES, & TARGETS**

Methods.

In the Fall and Spring 2016-17 semesters, a list of 2014 Roadrunners, their class schedules, and instructors was obtained from OIR. Once the population was identified, samples of student work were obtained via a two-step process. First, the population-specific course instructors were surveyed to identify courses that included existing assignments appropriate for this assessment. (The Qualtrics Survey is included in Appendix C.)

**Table. Qualtrics Survey**

	Qualtrics Survey Emailed to Faculty	N Responded	% Responded
Fall	900	282	31%
Spring	687	255	37%

In the second phase of the process, a call for samples of students’ work was sent to faculty who indicated appropriate existing assignments were required in their courses.

*Written Communication*

To assess written and visual communication skills, the CCAT requested Roadrunners’ writing samples that met the following assignment parameters:

- At least 300 words in length
- Typed in approximately 11-12 point font

- Preferably, included visual material, such as a table/graph or artwork.

Writing samples that did not include visual material were considered suitable for submission. (The call for student samples is included in Appendix D.)

Faculty submitted writing samples only for the specifically requested students (not the entire class). Faculty also provided a brief explanation of the assignment. All writing samples were redacted and uploaded to SharePoint (Fall N = 239; Spring N = 93).

Six faculty (three pairs) from the Writing Program served as assessors. Each pair of assessors worked independently of one another to evaluate each student paper.

Three faculty assessment workdays were held on June 28-30, 2017, 8:30 a.m.-3:00 p.m., in the JPL Group Spot. A light breakfast and lunch were served each day. On Day 1, Dr. Nancy Martin and Mr. Art Pagano provided an overview of the assessment process and technology to be used. Dr. Gail Pizzola, Director of the Writing Program, presented an overview of the standard rubric and conducted a calibration session using three sample papers. Each paper was assigned to and assessed by the same two faculty evaluators who worked independently of one another. Each pair of assessors was assigned approximately 90 papers. Faculty assessors utilized a standard rubric (see Appendix F) that addressed the SLOs above (not course content).

#### *Oral Communication*

To assess oral and visual communication skills, the CCAT identified instructors whose existing course requirements included oral presentations that met the following parameters:

- Delivered by individual students
- At least 3 minutes in length
- Include a visual, e.g.: Table/chart, Video clip, Audio clip, Poster, PowerPoint/Prezi, etc.)

Group presentations were not considered suitable for this assessment. However, individual presentations that did not include visual material were considered suitable for assessment.

Faculty whose survey responses indicated that existing course requirements met these guidelines were invited to attend an assessment information session.

Dr. Mary Dixon, Associate Vice Provost-Teaching and Learning Services and non-tenure-track faculty member in the Department of Communication, conducted all information sessions. To accommodate various schedules, the same faculty information session was held twice in the Fall semester and three times in the Spring semester. Faculty were asked to attend one session. Those who were unable to attend any session were emailed the Power Point presentation.

[http://www.utsa.edu/tlc/Learning\\_Technology/Core%20Assessment%20-%20Oral%20Communication%20-%20Storyline%20output/story\\_flash.html](http://www.utsa.edu/tlc/Learning_Technology/Core%20Assessment%20-%20Oral%20Communication%20-%20Storyline%20output/story_flash.html)

During the hour-long information session, faculty were provided an overview of THECB Core Curriculum requirements, the assessment process, and the standard rubric. Faculty viewed and evaluated YouTube videos of (non-UTSA) student presentations using the rubric. (See Appendix F.) Faculty had the opportunity for discussion and, if necessary, to request clarification.

All faculty involved were emailed the standard rubric (see Appendix F) and a list of specific Roadrunners enrolled in the classes to be assessed. Faculty submitted completed rubrics only for requested students, not for the entire class.

### *Visual Communication*

Both the Written Communication and the Oral Communication rubrics included criteria related to visual communication. Thus, Visual Communication was assessed in tandem with written communication and with oral communication.

### Measures.

Rubrics were developed to assess writing skills and oral communication skills. (See Appendix F.) Criteria to assess visual communication skills were included on both rubrics.

The rubric used to assess written and visual communication skills consisted of three criteria for each student learning outcome. Writing skills were assessed using a total of six criteria and visual communication skills were assessed via three criteria. A glossary of terms used in the rubric was developed to facilitate clarity among assessors. (See Appendix F.) All criteria were assessed using the following four-point scale: excellent, acceptable, developing, unacceptable.

The rubric used to assess oral and visual communication skills included a total of four criteria: information clarity and audience appropriateness, organization, delivery, and visual presentation aids. Two versions of the rubric were shared with faculty: one two-page version that included details on the rubric itself and an abridged one-page version with details explained on a separate version. (Available in Appendix F.) Faculty used the version with which they were most comfortable. All criteria were assessed using the same four-point scale: excellent, acceptable, developing, unacceptable.

### Targets.

To determine targets for the Communication Skills objective, the CCAT consulted UTSA students' self-reported results on the National Survey of Student Engagement (NSSE). We expected that the means, medians, and modes for all rubric criteria nested within each SLO would meet or exceed 3 ("acceptable") on a 1-4 scale.

## **DESCRIPTION OF STUDENT POPULATION AND SAMPLE**

The population and samples, described in Appendix E, were operationally defined slightly differently in the Fall and the Spring semesters. The Fall student population was operationally defined as Roadrunners (first-time, full-time freshmen) in the 2014 cohort who have completed their core curriculum requirements and taken at least 70% of their coursework at UTSA.

The Spring population was operationally defined as Roadrunners in the 2014 cohort who have taken at least 70% of their coursework at UTSA *and* were not included on the Fall list. Because the population of students was much smaller in the Spring semester, the committee broadened the population to include Roadrunners who completed 70%-100% of their core curriculum requirements. The population and samples are described below.

*Demographics: Written & Visual Communication Skills.*

The tables in Appendix D describe the population and student samples from both semesters. Specifically, the students' college, gender, ethnicity, and grade point average (GPA) are summarized. While these tables depict a student sample generally representative of the Roadrunner population, there are two differences worthy of note.

First, the College of Public Policy (COPP) was not represented in the Spring sample because no faculty in that college submitted student samples. (Only one COPP faculty member indicated that suitable course assignments were required in the course.) Second, some differences were observed between the population and sample regarding GPA. The Spring semester minimum GPA for Seniors (n = 12) was substantially higher than the population GPA (2.57 versus 1.88 for the population). The Juniors' minimum sample GPA equaled or slightly exceeded 2.0 for both semesters while the population minimum GPAs were below 2.0. Although these differences in GPA only represent a small difference, it is worth noting that all Roadrunners sampled in the Spring semester were considered in good academic standing.

*Demographics: Written & Visual Communication Skills.*

Table. Selected Student Population & Sample by College

Table. Selected Student Population & Sample by Gender

Table. Selected Student Population & Sample by Race/Ethnicity

Table. Average, Minimum and Maximum GPAs for Selected Population & Sample

*Demographics: Oral & Visual Communication Skills.*

Table. Selected Student Population & Sample by College

Table. Selected Student Population & Sample by Gender

Table. Selected Student Population & Sample by Race/Ethnicity

Table. Average, Median, Minimum and Maximum GPAs for Selected Population & Sample

## **RESULTS**

*Written Communication Skills*

The Fall 2016 semester yielded 189 results; however there were seven students with more than one paper submitted. Scores from these students were averaged together to create a sample size of 182. A similar issue occurred in the Spring 2017. There were 73 results, but two writing samples were submitted (by two different instructors) for two students. The scores were averaged together from the two classes for each student in the analysis. Thus, the sample size = 71 in all tables for the Spring semester.

Scores from each pair of raters were averaged together to obtain an overall score for each student. On a scale from one to four (4 = Excellent, 3 = Acceptable, 2 = Developing, 1= Unacceptable), the following measures of central tendency and variability were determined.

**Table. Fall, 2016: Written Communication Skills**

Fall 2016	n	Mean	Median	Mode	Standard Deviation	Range
Demonstrates consistent awareness of audience and purpose throughout the paper.	182	3.195	3	3	0.545	3
Demonstrates clear sentence structure and word choice.	182	2.912	3	3	0.534	3
Demonstrates appropriate use of Standard American English conventions (grammar, punctuation, spelling).	182	2.837	3	3	0.51	2.5
Demonstrates clearly and logically organized paragraphs.	182	2.985	3	3	0.587	3
Demonstrates clear transitions between paragraphs and sentences.	182	2.832	3	3	0.544	2.5
Demonstrates well-developed, easy to follow	182	2.876	3	3	0.626	3

ideas that support stated or implied thesis.						
All	182	2.94	3	3	0.571	3

**Table. Spring, 2017: Written Communication Skills**

Spring 2017	n	Mean	Median	Mode	Standard Deviation	Range
Awareness	71	3.239	3.5	3.5	0.492	2
Structure	71	3.014	3	3	0.465	2
SAE *	71	2.901	3	3	0.49	2
Organized	71	3.011	3	3	0.483	2.5
Clear Transitions	71	2.947	3	3	0.453	2.5
Easy to Follow	71	3.081	3	3	0.483	2
All	71	3.03	3	3	0.49	2.5

\* SAE: Standard American English

**Table. Written Communication Skills Disaggregated by Gender**

Gender	Fall 2016			Spring 2017		
	n	Average	Standard Deviation	n	Average	Standard Deviation
Female	114	2.949	0.461	43	2.943	0.351
Male	68	2.927	0.469	28	3.158	0.423

**Table. Written Communication Skills Disaggregated by Ethnicity**

Race/Ethnicity	Fall 2016			Spring 2017		
	n	Average	Standard Deviation	n	Average	Standard Deviation
Black or African American	18	2.671	0.583	8	2.844	0.294
Hispanic/Latino	107	2.912	0.438	37	2.98	0.399
White	36	3.049	0.43	16	3.135	0.326
Other	21	3.131	0.426	10	3.188	0.476

*Inter-rater Reliability (IRR)*. To obtain an estimate of inter-rater reliability (consistency between raters), the percent agreement between each pair of raters was determined. If a pair of raters gave the exact same score every time, IRR would equal 100%. Results below indicate moderate agreement between faculty assessors.

**Table. Percent Agreement between Raters**

Rater Pair	% Agreement
Pair A	43%
Pair B	48%
Pair C	59%

*Oral Communication Skills*

One faculty rater scored each oral presentation, thus no measure of inter-rater reliability was warranted. On a scale from one to four (4 = Excellent, 3 = Acceptable, 2 = Developing, 1= Unacceptable), submitted rubrics yielded the following results.

FALL 2016	n	Mean	Median	Mode	Standard Deviation	Range
Information Clarity and Audience Appropriateness	95	3.458	4	4	0.634	3
Organization	95	3.495	4	4	0.563	2
Delivery	95	3.353	3	4	0.699	3
ALL	94	3.465	4	4	0.649	3

SPRING 2017	n	Average	Median	Mode	Standard Deviation	Range
Information Clarity and Audience Appropriateness	122	3.508	4	4	0.659	3
Organization	122	3.471	4	4	0.604	3
Delivery	122	3.164	3	3	0.694	3
ALL	122	3.428	4	4	0.657	3

Due to the lack of variance, no further analyses were conducted.

*Visual Communication Skills*

Visual communication skills were assessed in two ways: 1. by criteria included on the written communication skills rubric and 2. via criteria included on the oral communication skills rubric.

*Visual Communication Skills as Assessed with Written Communication*

Fall 2016	n	Mean	Median	Mode	Standard Deviation	Range
Produces visual materials relevant to the topic.	35	3.571	3.5	4	0.423	1.5
Produces visual materials that enhance	35	3.329	3.5	3.5	0.469	1.5

understanding of written concepts.						
Produces visual materials that incorporate effective use of color, size, and design.	35	3.086	3	3	0.462	2
All	35	3.329	3.5	3.5	0.489	2
Spring 2017						
Relevant to Topic	35	3.457	3.5	3	0.443	1
Enhance Understanding	35	3.2	3	3	0.503	2
Effective Design	35	2.9	3	3	0.474	2
All	35	3.186	3	3	0.525	2.5

*Visual Communication Skills as Assessed with Oral Communication*

FALL 2016	n	Mean	Median	Mode	Standard Deviation	Range
Visual Presentation Aids	98	3.551	4	4	0.683	3
SPRING 2017						
Visual Presentation Aids	122	3.57	4	4	0.597	2

*Inter-rater Reliability*

As Assessed with Written Communication Skills. A pair of assessors, working independently of one another, evaluated each student paper. To obtain an estimate of inter-rater reliability (consistency between raters), the percent agreement between each pair of raters was determined. The percent agreement between faculty assessor-pairs, summarized in the table below, ranged from moderate to poor.

**Table. Percent Agreement Between Raters**

Rater Pair	% Agreement
Pair A	49%
Pair B	38%
Pair C	51%

As Assessed with Oral Communication Skills. Inter-rater reliability was not calculated for the visual communication criteria on the oral communication skills rubric because only one faculty assessor completed each rubric.

**RECOMMENDATIONS TO IMPROVE STUDENT LEARNING**

These results should be interpreted cautiously considering the small number of student samples assessed (written: 253; oral: 216; visual: 290). Still, some implications can be gleaned from this initial assessment process.

#### *Written Communication*

Targets for writing skills were set at three (out of four) for each rubric criterion and for the overall score. The Fall sample met the benchmark for only one criterion, audience awareness and purpose (mean = 3.195). The means for all other criteria as well as the overall mean fell slightly below of the target (means ranged from 2.8-2.9). Medians and modes for all criteria reached the target (3).

Results from student samples obtained in the Spring semester fared slightly better with an overall average of 3.03. Two criteria approached, but did not reach, the target: use of standard American English (e.g.: grammar, punctuation, spelling) and clear transitions. All other rubric criteria met the target (means ranged from 3.01 to 3.24). Medians and modes for all criteria met or exceeded the benchmark (3). It is worthy to note that, although the results were slightly higher in the Spring term, the sample size was smaller (n = 71).

#### *Strengths/Weaknesses*

Consistent awareness of audience and purpose was an area of strength for both the Fall and Spring semesters. Thus, continuation of existing faculty efforts is recommended.

Two areas of weakness consistent across both terms were (1) use of standard American English and (2) the ability to make clear transitions between paragraphs and sentences. Although students will benefit from faculty support in all aspects of writing delineated in the rubric, these are two areas in which faculty should focus efforts to support student improvement of writing skills. Average scores were slightly lower for both Hispanic and African American students than their White counterparts.

#### *Oral Communication*

All benchmarks were reached for oral communication skills with overall means of 3.46 and 3.42 for the Fall and Spring, respectively. It is possible that our students have well-developed oral communication skills. However, it is also likely that these results are reflective of the assessment methodology and generosity error. Generosity error occurs when a rater is overly lenient or insufficiently critical.

Thus, at this juncture, it is recommended that Core Curriculum faculty continue to implement oral communications skills and that the evaluation approach be revised in the next assessment cycle.

#### *Visual Communication*

Visual communication was assessed in tandem with both written and oral communication skills. That is, the rubrics for both written and oral communication included criteria specific to visual communication. Rubric criteria related to visual communication were completed only for those papers and presentations that included visual material. In some cases, inconsistencies occurred among writing faculty assessors such that one assessor completed visual communication rubric

criteria and the other did not. Only those students for whom both assessors completed assessment criteria were included in the analysis.

Visual Communication within Written Material: All criteria met the benchmark of three with one exception. Students' abilities to "produce visual material that incorporates effective use of color, size, and design" fell slightly below the target with a mean of 2.9 in the Spring semester. The greatest strength was students' ability to produce visual materials relevant to the topic (3.57 and 3.45 in the Fall and Spring, respectively).

Visual Communication within Oral Presentations: Visual presentation aids exceeded the benchmark for both the Fall and the Spring semesters, 3.55 and 3.57, respectively. These results may indicate students' well-developed abilities to make use of visual aids as part of oral presentations. However, it is also possible these results reflect generosity error. It is recommended that core curriculum faculty continue to implement visual communication skills as they have been and that assessment methodology is revised in the next evaluation cycle.

## **SUMMARY & RECOMMENDATIONS TO IMPROVE THE ASSESSMENT PROCESS**

The CCAT was formed shortly after the beginning of the Fall 2016 semester. The CCAT, composed of 13 faculty members from across UTSA, was sub-divided into six working groups, one for each objective. One of its first decisions was the three-year assessment cycle to evaluate the six state-mandated objectives.

In its first semester of existence, the Communication Skills Working Group achieved a great deal. In consultation with the full CCAT, the Communication Skills Working Group

- Developed student learning outcomes,
- Developed a plan for sampling students,
- Developed scoring rubrics for written, oral, and visual communication,
- Identified faculty whose courses included existing assignments suitable for assessment, and
- Garnered samples of students' written, oral and visual communication assignments.

Results for written communication revealed areas of strength to maintain and areas of weakness on which faculty can focus. Oral communication results were less informative regarding students' strengths and weaknesses; however, lessons were learned regarding the CCAT's assessment methodology, which are discussed later in this report. Visual communication was assessed in concert with written and oral communication skills with mixed results.

### *Assessment Challenges & Recommendations to Improve the Assessment Process*

#### **Technology**

The CCAT is indebted to the Office of Institutional Effectiveness staff for their generous time and expertise. Brian Cordeau's and Art Pagano's contributions were especially valuable to the success of this initiative.

*Obtaining population information.* The inability to easily identify the core-complete student population in Banner was unanticipated, required the expertise of more staff than expected, and delayed the start of the assessment process.

### Recommendation

Student data should be stored in DegreeWorks and/or Banner differently so that core-complete Roadrunners can be obtained more readily.

*SharePoint.* A fairly complex SharePoint (SP) site was designed and developed for faculty to submit and assessors to access student writing samples. The SP site worked very well for the submission process. However, it presented some frustrations during the assessment process. For example, assessors found it difficult to tell if they had completed all papers assigned to them and some were initially skipped. Some rubric criteria, although submitted, were not initially recorded by the system so faculty had to re-enter information. SP also timed out while assessors were reading the students' papers, requiring assessors to login frequently.

### Recommendation

Neither SharePoint nor Blackboard is designed for this purpose. Funds should be made available to procure an assessment management tool, e.g., Taskstream, to automate the process as much as possible.

### **Methodology**

*Complexity.* Once the student population was obtained, a Qualtrics survey was developed to determine which courses included existing assignments suitable for these assessment purposes. The survey programming (which included skip logic and pipe text) was complex and took time to develop, test, and disseminate thus further delaying the request to faculty for samples of student work.

### Recommendation

The CCAT should carefully revisit the methodology in place prior to re-assessing communication skills. It could be that a more straightforward methodology (e.g.: invitation email versus a survey) will yield higher quality results.

*Written & Visual.* Inter-rater reliability (consistency) among raters is an important aspect of the assessment process. Although acceptable, the inter-rater reliabilities were mediocre (43%-59%).

### Recommendation

The nature of future calibration sessions should be revised to strengthen inter-rater reliability. Future sessions should include presentation of student work samples that exemplify a clear differentiation between the four points on the scale (excellent, acceptable, developing, and unacceptable). Once all raters have seen examples of various quality papers, each set of raters should be provided time to discuss the rubric criteria between themselves, e.g.: What does each criterion mean and what are some examples of excellent, acceptable, etc.?

Rubric criteria specifically related to visual communication should be more directly addressed in the norming session. Then raters might be provided the opportunity to score a sample paper independently of one another and finally review that evaluation together. This three-step process might be repeated as needed in order to facilitate consistency among pairs of raters. Raters would work independently once they are comfortable that they are consistently interpreting the rubric in the same way.

Finally, we should carefully consider the benefits of rater triads rather than pairs. Including sets of three raters will create a multinomial distribution and result in more robust and reliable statistical analyses.

*Oral & Visual.* The call for student samples went out to faculty late in the Fall semester (November). Two oral communication information sessions for faculty were held in the thirteenth week of the semester and several faculty reported their students' presentations had already been given. In the Spring term, we were able to hold information sessions earlier (weeks nine and ten) of the term and conduct an additional, third session. Still, with only one rater and no video of student presentations, it is impossible to conclusively determine the validity of the results for oral communication skills.

#### Recommendation

Students' oral presentations should be captured via video so that a team of faculty experts may evaluate them. A calibration session similar to the writing communication session described above should be held for oral communication assessors. The student videos would then become part of the university's archived records. It is likely that results would yield more variance and be more informative to the institution but, most importantly, the validity of the oral communication assessment process would be substantially improved.

*Sample Size.* The sample sizes obtained for all three types of communication skills were lower than hoped (written: 253; oral: 216; visual: 290).

#### Recommendation

In the next assessment cycle, every effort should be made to garner significantly more samples of students' work. Target numbers should be approximately 10% of the total number of enrolled Roadrunners.

### **Conclusion**

The 2016-17 academic year marked the first time UTSA has conducted assessment in this manner. The process, although not perfect, was generally successful. In reviewing this report it is important to bear in mind that assessment is an iterative process. Its primary purposes are to inform and to improve student learning. To that end, both goals were met.

**APPENDIX A.**  
**OVERVIEW OF THECB CORE CURRICULUM STATE REQUIREMENTS**

Foundational Component Area	SCH	● Required Core Objectives			○ Optional Core Objectives		
		CT	COM	EQS	TW	SR	PR
Communication	6	●	●	○	●	○	●
<p>Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.</p> <p>Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p>							
Mathematics	3	●	●	●	○	○	○
<p>Courses in this category focus on quantitative literacy in logic, patterns, and relationships.</p> <p>Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.</p>							
Life and Physical Sciences	6	●	●	●	●	○	○
<p>Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.</p> <p>Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.</p>							
Language, Philosophy & Culture	3	●	●	○	○	●	●
<p>Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.</p> <p>Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.</p>							
Creative Arts	3	●	●	○	●	●	○
<p>Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.</p> <p>Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.</p>							
American History	6	●	●	○	○	●	●
<p>Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.</p> <p>Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.</p>							
Government/Political Science	6	●	●	○	○	●	●
<p>Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.</p> <p>Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.</p>							
Social and Behavioral Sciences	3	●	●	●	○	●	○
<p>Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.</p> <p>Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.</p>							
Component Area Option	6	●	●	○	○	○	○
<p>a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas</p> <p>b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:</p> <p>(i) Meet(s) the definition specified for one or more of the foundational component areas; and</p> <p>(ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.</p>							

## Summary of Guidelines for Texas Core Curriculum Requirements

**Core Objectives.** Through the Texas Core Curriculum, students will prepare for contemporary challenges by developing and demonstrating the following core objectives:

(A) **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;

(B) **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication;

(C) **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions;

(D) **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;

(E) **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

(F) **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making;

**APPENDIX B.**  
**CORE CURRICULUM ASSESSMENT TEAM (CCAT)**  
**CHARGE & MEMBERSHIP**

**CHARGE**

The Core Curriculum Assessment Team (CCAT) will support the overarching assessment of the six state-mandated core curriculum objectives by developing:

- Outcome statements for each state-required objective
- Assessment Methodologies & Guidelines for implementation, e.g.: sampling, timeline, etc.
- Measures (e.g., rubrics)
- Feedback processes

Overarching assessment will consider each state-required objective in a broader sense than course-based assessment by evaluating each objective across the entire core curriculum. Results of a more broad-based assessment will inform improvement across the core curriculum.

**STRUCTURE**

Academic deans recommended faculty members to serve on the CCAT who have expertise in at least one state-required core objective, knowledge of and/or interest in assessment and/or undergraduate education. Deans indicated each nominee's area(s) of expertise.

Appointed by Provost, the team is composed of representatives from all UTSA colleges (proportional to the colleges' undergraduate majors and involvement in the core curriculum) and a Faculty Senate representative. The CCAT consists of 13 faculty members and is chaired by the Associate Vice Provost—Core Curriculum & QEP.

**MEMBERS OF THE CORE CURRICULUM ASSESSMENT TEAM  
2016-2017**

**NANCY K. MARTIN, *Chair***

Associate Vice Provost

Core Curriculum & QEP

**SAADAT BEESON ASSOCIATE PROFESSOR**

Architecture, Construction and Planning

Faculty Senate Representative

**MARCO CERVANTES ASSOCIATE**

**PROFESSOR**

*Communication Sub-Team*

College of Education & Human Development

**PEPE CHANG ASSOCIATE PROFESSOR**

*Communication Sub-Team*

College of Business

**MANUEL DIAZ PROFESSOR**

College of Engineering

**MICHAEL DOYLE (FALL 2016)**

**ENDOWED UNIVERSITY CHAIR**

College of Sciences

**DAVID SENSEMAN ASSOCIATE PROFESSOR**

College of Sciences

**MARK LEUNG ASSOCIATE PROFESSOR**

College of Business

**TERRI MATIELLA SENIOR LECTURER**

College of Sciences

**KASEY NEECE-FIELDER, EX OFFICIO**

**ASSOCIATE VICE PROVOST**

Office of Institutional Effectiveness

**MARITA NUMMIKOSKI ASSOCIATE**

**PROFESSOR**

*Communication Sub-Team*

College of Liberal & Fine Arts

**GAIL PIZZOLA WRITING PROGRAM**

**DIRECTOR**

*Communication Sub-Team*

University College

**DAVID ROMERO ASSOCIATE PROFESSOR**

College of Liberal & Fine Arts

**TARA SCHMIDT LIBRARIAN II**

**SCHOLARLY RESEARCH**

**MARIE TILLYER ASSOCIATE PROFESSOR**

College of Public Policy

**APPENDIX C.**  
**QUALTRICS EMAIL & SURVEY: COMMUNICATION SKILLS**

The Core Curriculum Assessment Team (CCAT), composed of faculty from all UTSA colleges, is charged with determining how well our students have mastered six state-mandated objectives. This year, the CCAT is evaluating the Communication Skills objective. The goal is to evaluate the effectiveness of the core curriculum longitudinally by seeing how well students who have completed their core at UTSA are doing with respect to communication at the end of their academic career. To that end, the CCAT is seeking student assignments from native upper-level Roadrunners (who have completed most or all of their Core Curriculum requirements) that involve written and/or oral communication skills.

The Committee needs your help to identify courses that generate student assignments matching two student learning outcomes. To demonstrate mastery of communication skills, students will be able to:

- Articulate information clearly and fluently to audience(s) in oral, visual, and written forms
- Organize information clearly and consistently in oral, visual, and written forms

**Please respond to the survey below on or before Wednesday, Feb. 22 by 8:00 AM. The survey can be completed in five minutes or less.** If you have any questions, contact a CCAT member:

Saadet Beeson, COACP/Senate (DT), [Saadet.Beeson@utsa.edu](mailto:Saadet.Beeson@utsa.edu)  
Mark Leung, COB, [Mark.Leung@utsa.edu](mailto:Mark.Leung@utsa.edu)  
Pepe Chang, COB, [Pepe.Chang@utsa.edu](mailto:Pepe.Chang@utsa.edu)  
Manuel Diaz, COE, [Manuel.Diaz@utsa.edu](mailto:Manuel.Diaz@utsa.edu)  
David Romero, COLFA, [David.Romero@utsa.edu](mailto:David.Romero@utsa.edu)  
Marita Nummikoski, COLFA, [Marita.Nummikoski@utsa.edu](mailto:Marita.Nummikoski@utsa.edu)  
Marie Tillyer, COPP (DT), [Marie.Tillyer@utsa.edu](mailto:Marie.Tillyer@utsa.edu)  
David Senseman, COS, [David.Senseman@utsa.edu](mailto:David.Senseman@utsa.edu)  
Terri Matiella, COS, [Terri.Matiella@utsa.edu](mailto:Terri.Matiella@utsa.edu)  
Tara Schmidt, Libraries, [Tara.Schmidt@utsa.edu](mailto:Tara.Schmidt@utsa.edu)  
Gail Pizzola, University College, [Gail.Pizzola@utsa.edu](mailto:Gail.Pizzola@utsa.edu)  
Kasey Neece-Fielder, VPIE Ex Officio, [Kasey.Neece-Fielder@utsa.edu](mailto:Kasey.Neece-Fielder@utsa.edu)  
Nancy Martin, University College, [Nancy.Martin@utsa.edu](mailto:Nancy.Martin@utsa.edu)

**SURVEY.**

1. Do the existing requirements for this course include **written work** that is at least 300 words in length? (Yes/No)
2. Is this existing course requirement typed in 11-12 point font? (Yes/No)
3. Are students required to include visual material in this writing assignment, e.g.: Table/graph, Artwork, etc.? (Yes/No)
4. Do the existing requirements for this course include **oral presentations** delivered by individual students? (Yes/No)

5. Do your existing course requirements include **oral presentations** delivered by student groups? (Yes/No)
6. Is this presentation at least 3 minutes in length? (Yes/No)
7. Are students required to include a visual, e.g., Table/chart, Video clip, Audio clip, Poster, PowerPoint/Prezi, etc.)? (Yes/No)

**Thank you for your participation.**

**APPENDIX D.  
CALL FOR STUDENT SAMPLES**

**PHASE 2: WRITTEN**

Based on your survey responses, at least one of your courses has been identified for sampling of students' *written communication skills*. For this assessment, we have identified students who have completed all or most of their core curriculum and are enrolled in your class.

To assess written communication skills, we ask that you please provide the following (preferably in pdf \*, but a hard copy is acceptable) for **only for the specific student(s) identified in the attached list on or before noon, Tuesday, Dec. 20, 2016:**

1. Brief explanation of the assignment and
2. Clean copy of the writing sample that:
  - a. is at least 300 words in length
  - b. is typed in approximately 11-12 point font
  - c. preferably includes visual material, such as a table/graph, artwork, etc.

*If possible, remove grades and instructor comments from samples prior to submission.*

\* NOTE: See below for submission directions.

Students' writing samples will be evaluated using a common rubric that addresses only the SLOs for the Communication Skills objective listed below (not course content).

Student Learning Outcomes:

To demonstrate mastery of communication skills, students will be able to:

1. Articulate information clearly and fluently to audience(s) in oral, visual, and written forms
2. Organize information clearly and consistently in oral, visual, and written forms

The scoring team will come from outside your department and be experienced in scoring written work. Student samples will be redacted so that neither students nor faculty are identifiable to the scoring team.

**For Electronic submission:**

Go to <https://utsacloud.sharepoint.com/sites/ucdo/ccat/SitePages/Home.aspx>

**Submit**

**(a) brief explanation of the assignment and**

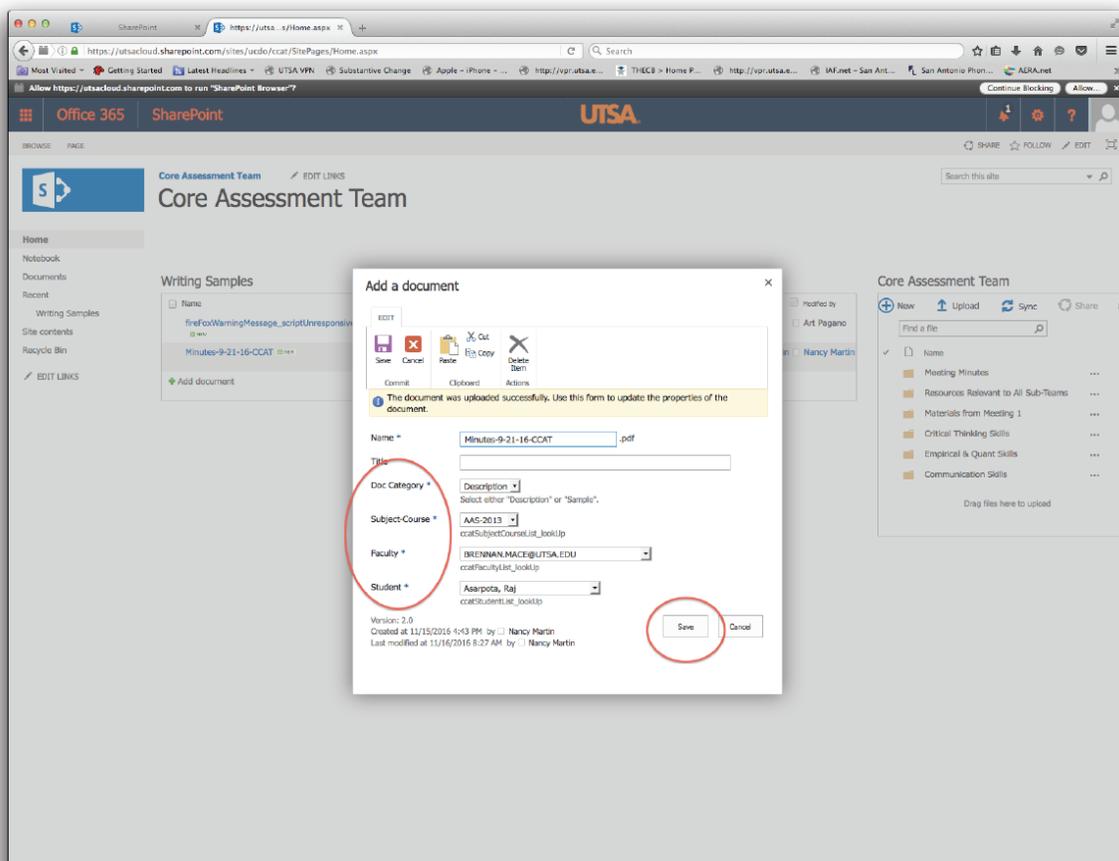
**(b) writing sample only for the student(s) identified (not the entire class)**

**Instructions for electronic submission:**

From <https://utsacloud.sharepoint.com/sites/ucdo/ccat/SitePages/Home.aspx>

1. Click on your name to be redirected to SharePoint
2. Login using your abc123 and passphrase.
3. Click on the orange box (top left corner), > click on "SharePoint" > Core Assessment Team.
4. Click on "+ Add document."
5. Click on upload and browse to the documents on your computer.

6. Click on the document > click “Open.” Then click “OK.”
7. From the Doc Category menu, choose either “Description” (to submit the assignment description) or “Sample” (to submit the student writing sample).
8. Choose the course prefix and number (Subject-Course menu), your name (Faculty menu) and student (from the student menu).
9. Click “Save.” (Bottom right.)
10. Repeat the process for all samples submitted. (Upload the “description” only once.)
11. You should see the documents you just submitted. If not, refresh your browser.



**If necessary, submit hard copies to:**

Dr. Nancy Martin, Associate Vice Provost  
University College GSR 2.210

**No later than noon, Tuesday, Dec. 20, 2016**

**Alternatively, you may call X 5191 to arrange for materials to be picked up.**

***Thank you for submitting materials for this important assessment process.***

## **PHASE 2: ORAL SPRING 2017**

**Based on your survey responses regarding assessment of communication skills, at least one of your courses has been identified for sampling of students' oral communication skills.**

To assess oral communication skills, we will provide you a standard rubric that addresses oral presentation skills (not content) to complete only for specifically identified students. We will let you know who they are soon.

To obtain the rubric, clarify the process, and facilitate assessment consistency, we highly encourage you to attend ONE of the following informational norming sessions:

Thurs., March 2, 3:00-4:00

Wed., March 8, 10:00-11:00

Thurs., March 9, 10:00-11:00

All sessions will be held in the Faculty Center Conference Room 4.04.12C.

*You will receive three meeting invitations shortly. Please accept one and decline the others.*

**If you are not able to attend any of the norming sessions, please decline all Outlook invitations and contact Dr. Nancy Martin (Nancy.Martin@utsa.edu) to arrange training.**

## **PHASE 3: ORAL SPRING 2017**

### **Attended Session**

Thank you for attending the information session today. Included here are four documents (3 attached and 1 online module):

- Online Module: The ppt presentation that describes the oral communication assessment process. Please review as needed for a refresher.

[http://www.utsa.edu/tlc/Learning\\_Technology/Core%20Assessment%20-%20Oral%20Communication%20-%20Storyline%20output/story\\_flash.html](http://www.utsa.edu/tlc/Learning_Technology/Core%20Assessment%20-%20Oral%20Communication%20-%20Storyline%20output/story_flash.html)

- Quick note - These modules are better viewed in flash enabled browsers like FireFox and Chrome.
- Rubrics: 2 versions of a standard rubric (full version and abridged version)  
You may use either version of the rubric that you choose. Note that the rubric focuses on oral presentation skills, **not** course content.
- List of Students to be Assessed: The full list of students to be assessed. Courses are divided by college (click on your college tab) and alphabetized by course prefix. Note that we are asking you to assess specific students enrolled in your course; NOT the entire class.

Courses are divided by college (click on your college tab) and alphabetized by course prefix. You may use either version of the rubric that you choose.

Specifically, I ask that you please submit (either hard copy or e-version)

1. Brief explanation of the assignment and
2. Completed rubrics for student(s) identified in the attached list

**No later than noon, Mon., May 15, 2017 to**

Dr. Nancy Martin, Associate Vice Provost

University College GSR 2.210

Email: [Nancy.Martin@utsa.edu](mailto:Nancy.Martin@utsa.edu)

I very much appreciate your assistance with this assessment methodology. If you have any questions, please let me know.

Nancy

### **Did NOT Attend**

Based on your survey responses, at least one of your courses has been identified for sampling of students' *oral communication skills*. Although you were not able to attend one of the faculty information sessions, we hope you will be able to participate in this assessment process.

To that end, I have included four documents here (3 attached and 1 online module):

- Online Module: A ppt presentation that describes the oral communication assessment process.  
Please review it as it explains what we are asking you to do.  
[http://www.utsa.edu/tlc/Learning\\_Technology/Core%20Assessment%20-%20Oral%20Communication%20-%20Storyline%20output/story\\_flash.html](http://www.utsa.edu/tlc/Learning_Technology/Core%20Assessment%20-%20Oral%20Communication%20-%20Storyline%20output/story_flash.html)
- Quick note - These modules are better viewed in flash enabled browsers like FireFox and Chrome.
- Rubrics: 2 versions of a standard rubric (full version and abridged version)  
You may use either version of the rubric that you choose. Note that the rubric focuses on oral presentation skills, **not** course content.
- List of Students to be Assessed: The full list of students to be assessed. Courses are divided by college (click on your college tab) and alphabetized by course prefix. Note that we are asking you to assess specific students enrolled in your course; NOT the entire class.

As explained in the ppt, we are asking you to complete the rubric only for the students on the list and only for individual presentations that last at least 3 minutes, include a visual aid, and are delivered this Spring semester.

If your students have already conducted their oral presentations, you can ignore this email. Specifically, I ask that you please submit (either hard copy or e-version)

1. Brief explanation of the assignment and
2. Completed rubrics for student(s) identified

**No later than noon, Mon., May 15, 2017 to**

Dr. Nancy Martin, Associate Vice Provost  
University College GSR 2.210  
Email: [Nancy.Martin@utsa.edu](mailto:Nancy.Martin@utsa.edu)

If you have any questions about the process, please let me know. Thank you for any assistance you can provide to this important process.

**APPENDIX E.**  
**TABLES: DESCRIPTION OF POPULATION & SAMPLE**

*Demographics: Written & Visual Communication Skills.*

**Table. Selected Student Population & Sample by College**

College	Fall 2016				Spring 2017			
	Population		Sample		Population		Sample	
	#	%	#	%	#	%	#	%
Architecture, Construction & Planning	59	3.3%	2	1.1%	32	2.3%	3	4.2%
Business	378	20.9%	42	23.1%	264	18.8%	3	4.2%
Education & Human Development	290	16.1%	28	15.4%	223	15.9%	22	31.0%
Engineering	195	10.8%	6	3.3%	165	11.8%	9	12.7%
Liberal and Fine Arts	470	26.0%	84	46.2%	377	26.9%	20	28.2%
Public Policy	51	2.8%	4	2.2%	57	4.1%	0	0.0%
Sciences	316	17.5%	12	6.6%	246	17.6%	14	19.7%
University College	46	2.5%	4	2.2%	37	2.6%	0	0.0%
Grand Total	1805	100.0%	182	100.0%	1401	100.0%	71	100.0%

**Table. Selected Student Population & Sample by Gender**

Gender	Fall 2016				Spring 2017			
	Population		Sample		Population		Sample	
	#	%	#	%	#	%	#	%
Female	1051	58.2%	114	62.6%	618	44.1%	43	60.6%
Male	754	41.8%	68	37.4%	783	55.9%	28	39.4%
Grand Total	1805	100.0%	182	100.0%	1401	100.0%	71	100.0%

**Table. Selected Student Population & Sample by Race/Ethnicity**

Race/Ethnicity	Fall 2016				Spring 2017			
	Population		Sample		Population		Sample	
	#	%	#	%	#	%	#	%
American Indian or Alaska Native	2	0.1%	0	0.0%	1	0.1%	0	0.0%
Asian	145	8.0%	9	4.9%	105	7.5%	5	7.0%
Black or African American	183	10.1%	18	9.9%	127	9.1%	8	11.3%
Hispanic/Latino	988	54.7%	107	58.8%	794	56.7%	37	52.1%
International	25	1.4%	5	2.7%	15	1.1%	1	1.4%
Native Hawaiian or Other Pacific Islander	6	0.3%	0	0.0%	4	0.3%	0	0.0%
Two or More Races	67	3.7%	7	3.8%	47	3.4%	4	5.6%
Unknown	7	0.4%	0	0.0%	9	0.6%	0	0.0%
White	382	21.2%	36	19.8%	299	21.3%	16	22.5%

Grand Total	1805	100.0%	182	100.0%	1401	100.0%	71	100.0%
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**Table. Average, Minimum and Maximum GPAs for Selected Population & Sample**

Fall 2016	Population				Sample			
	Average	Median	Min	Max	Average	Median	Min	Max
Juniors (n=154)	3.09	3.10	1.88	4	3.08	3.04	2.14	4.00
Seniors (n=31)	3.38	3.43	2.07	4	3.45	3.46	2.77	4.00
Total	3.14	3.14	1.88	4	3.14	3.12	2.14	4.00
Spring 2017	Population				Sample			
	Average	Median	Min	Max	Average	Median	Min	Max
Juniors (n=64)	3.10	3.09	1.83	4	3.16	3.16	2.00	4.00
Seniors (n=12)	3.33	3.36	1.88	4	3.32	3.31	2.57	3.99
Total	3.11	3.10	1.83	4	3.18	3.18	2.00	4.00

*Demographics: Oral & Visual Communication Skills.*

**Table. Selected Student Population & Sample by College**

College	Fall 2016				Spring 2017			
	Population		Sample		Population		Sample	
	#	%	#	%	#	%	#	%
Architecture, Construction & Planning	59	3%	0	0%	32	2%	3	2%
Business	378	21%	3	3%	264	19%	15	12%
Education & Human Development	290	16%	25	25%	223	16%	29	24%
Engineering	195	11%	6	6%	165	12%	10	8%
Liberal and Fine Arts	470	26%	12	12%	377	27%	38	31%
Public Policy	51	3%	2	2%	57	4%	2	2%
Sciences	316	18%	50	50%	246	18%	20	16%
University College	46	3%	2	2%	37	3%	5	4%
Grand Total	1805	100%	100	100%	1401	100%	122	100%

**Table. Selected Student Population & Sample by Gender**

Gender	Fall 2016				Spring 2017			
	Population		Sample		Population		Sample	
	#	%	#	%	#	%	#	%
Female	1051	58%	63	63%	618	44%	45	37%
Male	754	42%	37	37%	783	56%	77	63%
Grand Total	1805	100%	100	100	1401	100%	122	100%

**Table. Selected Student Population & Sample by Race/Ethnicity**

Race/Ethnicity	Fall 2016				Spring 2017			
	Population		Sample		Population		Sample	
	#	%	#	%	#	%	#	%
American Indian or Alaska Native	2	0%	0	0%	1	0%	0	0%

Asian	145	8%	16	16%	105	7%	9	7%
Black or African American	183	10%	8	8%	127	9%	11	9%
Hispanic/Latino	988	55%	50	50%	794	57%	65	53%
International	25	1%	1	1%	15	1%	0	0%
Native Hawaiian or Other Pacific Islander	6	0%	1	1%	4	0%	0	0%
Two or More Races	67	4%	3	3%	47	3%	7	6%
Unknown	7	0%	0	0%	9	1%	1	1%
White	382	21%	21	21%	299	21%	29	24%
Grand Total	1805	100%	100	100%	1401	100%	122	100%

**Table. Average, Median, Minimum and Maximum GPAs for Selected Population & Sample**

Fall 2016	Population				Sample			
	Average	Median	Min	Max	Average	Median	Min	Max
Juniors (n=76)	3.09	3.10	1.88	4	3.21	3.28	2.13	3.99
Seniors (n=24)	3.38	3.43	2.07	4	3.57	3.66	2.66	3.99
Total	3.14	3.14	1.88	4	3.30	3.35	2.13	3.99
Spring 2017	Population				Sample			
	Average	Median	Min	Max	Average	Median	Min	Max
Juniors (n=115)	3.10	3.09	1.83	4	3.08	3.07	1.99	3.98
Seniors (n=7)	3.33	3.36	1.88	4	3.31	3.33	2.57	3.95
Total	3.11	3.10	1.83	4	3.09	3.09	1.99	3.98

**APPENDIX F.  
RUBRICS**

CCAT-WRITTEN COMMUNICATION ASSESSMENT SCORE SHEET 2016-17

**I. WRITTEN: ARTICULATES IDEAS AND INFORMATION CLEARLY & APPROPRIATELY TO TARGETED AUDIENCES**

1. Demonstrates consistent awareness of audience and purpose throughout the paper.

4	3	2	1
Excellent	Acceptable	Developing	Unacceptable

2. Demonstrates clear sentence structure and word choice.

4	3	2	1
Excellent	Acceptable	Developing	Unacceptable

3. Demonstrates appropriate use of Standard American English conventions (grammar, punctuation, spelling).

4	3	2	1
Excellent	Acceptable	Developing	Unacceptable

**II. WRITTEN: ORGANIZES IDEAS AND INFORMATION CLEARLY AND CONSISTENTLY**

4. Demonstrates clearly and logically organized paragraphs.

4	3	2	1
Excellent	Acceptable	Developing	Unacceptable

5. Demonstrates clear transitions between paragraphs and sentences.

4	3	2	1
Excellent	Acceptable	Developing	Unacceptable

6. Demonstrates well developed, easy to follow ideas that support a stated or implied thesis.

4	3	2	1
Excellent	Acceptable	Developing	Unacceptable

*Does the paper include any visual material? (Yes/No)*

**III. VISUAL: CREATES USEFUL MATERIALS**

7. Produces visual materials relevant to the topic.

4	3	2	1
Excellent	Acceptable	Developing	Unacceptable

8. Produces visual materials that enhance understanding of written concepts.

4	3	2	1
Excellent	Acceptable	Developing	Unacceptable

9. Produces visual materials that incorporate effective use of color, size, and design.

4	3	2	1
Excellent	Acceptable	Developing	Unacceptable

## Glossary

Audience--the intended/targeted reader/viewer; the reader to whom the paper is written.

Design--arrangement is not too busy; doesn't have too many components

Easy to follow--presented in a logical, clearly written way; the parts fit together so the reader is not confused as to why the information is included or placed in a particular location in the paper.

Purpose--to inform or to persuade

Sentence structure--sentences are composed so they are complete sentences and make sense without the reader's having to read them multiple times

Transition--uses pronouns; synonyms; words, phrases, clauses to connect sentences to one another and paragraphs to one another so as to guide the reader through the paper without the reader's having to wonder what one sentence/paragraph has to do with the other.

Visuals--charts, posters, slides, illustrations, graphics, bulleted information, animation, videos.

Well-developed--sufficient support (facts, details, examples) to develop the thesis (to deliver on the promise the thesis makes).

Word choice--accurate use of words (correct definition considering both denotation and connotation) and selection of words that make sense in the context of the sentence

Student: \_\_\_\_\_

Course Prefix, # & Section: \_\_\_\_\_

Date: \_\_\_\_\_

**CHECKLIST FOR ASSESSMENT SCORE SHEET FOR ORAL COMMUNICATION**

*Please submit completed rubrics to University College (GSR 2.210) or call X 5191 to arrange for pick up.*

<b>Information Clarity and Audience Appropriateness</b>			
<input type="checkbox"/> <b>Excellent</b>	<input type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Clearly conveys the purpose and main ideas</li> <li>Supports claims.</li> <li>Language is easy to follow and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally goes off topic</li> <li>Presents opinions as fact or does not provide support</li> <li>Language is sometimes hard to follow or not appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Presentation lacks focus or strays from topic.</li> <li>Presentation has little support</li> <li>Language is inappropriate or hard to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to state purpose /information was irrelevant.</li> <li>No support</li> <li>Audience cannot follow the presentation.</li> </ul>

<b>Organization</b>			
<input type="checkbox"/> <b>Excellent</b>	<input type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Clear &amp; organized</li> <li>Well sequenced</li> <li>Cohesive and easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>Organization needs clarity, segments not well defined.</li> <li>Transitions are awkward</li> <li>Mostly easy to follow with some gaps</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is poorly organized.</li> <li>Attempts at transition are unclear.</li> <li>Presentation is disjointed and hard to follow</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is disorganized.</li> <li>No transition statements.</li> <li>Presentation is haphazard.</li> </ul>

<b>Delivery</b>			
<input type="checkbox"/> <b>Excellent</b>	<input type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Highly polished</li> <li>Effective body language.</li> <li>Energetic, confident, &amp; clear. Student is prepared.</li> <li>Notes are used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat practiced, but not polished</li> <li>Body language adds to presentation</li> <li>Demonstrates preparation but may lack energy</li> <li>Notes do not distract</li> </ul>	<ul style="list-style-type: none"> <li>Style needs to be improved</li> <li>Heavy use of fillers</li> <li>Body language needs improvement</li> <li>Student lacks confidence</li> <li>Delivery unpracticed</li> <li>Relies too much on notes</li> </ul>	<ul style="list-style-type: none"> <li>Presentation cannot be understood well</li> <li>Body language is distracting</li> <li>Student is not prepared</li> <li>Notes confuse speaker</li> </ul>

<b>Visual Presentation Aids</b>			
<input type="checkbox"/> <b>Excellent</b>	<input type="checkbox"/> <b>Acceptable</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Unacceptable</b>
<ul style="list-style-type: none"> <li>Visuals are appropriate &amp; well done</li> <li>Well designed</li> <li>Visuals add to impact</li> </ul>	<ul style="list-style-type: none"> <li>Visuals acceptable for topic</li> <li>Design acceptable but could be improved</li> <li>Visuals marginally support presentation</li> </ul>	<ul style="list-style-type: none"> <li>Out of place for the topic</li> <li>Poorly designed or presented</li> <li>Visuals do not enhance ideas</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate or absent</li> <li>No effort to relay information Absent or are a distraction</li> </ul>

## Detailed Rubric Guide

**Note: Students should not be assessed based on *appearance, clothing, ethnicity, accents or English language difficulties.***

### Information Clarity and Appropriateness

#### **Excellent**

- Presentation clearly conveys the purpose and main ideas Information is relevant to the topic.
- Student supports factual claims with sources cited appropriately. Student does not present opinions as facts.
- Language style or terminology is easy for the audience to follow and understand and is appropriate to the audience.

#### **Acceptable**

- Occasionally goes off topic away from the point of the presentation
- Student presents opinions as factual claims and/or does not provide support for claims.
- Language style or terminology is sometimes difficult to understand, hard to follow or not appropriate to the topic

#### **Developing**

- Presentation lacks focus. Student does not clearly state topic or purpose and/or strays from topic or presents irrelevant information.
- Presentation has little support and/or sources are not adequately cited.
- Language style or terminology is inappropriate to the topic. The presentation is hard to follow & understand.

#### **Unacceptable**

- Fails to state purpose or point of presentation and information was not relevant to the assigned topic.
- No support is provided in the presentation
- Audience cannot follow the point the presentation due to language style or terminology.

### Organization

#### **Excellent**

- Format of presentation is clear and organized including a distinct introduction, body, and conclusion.
- Presentation is well sequenced with transition statements appropriately placed.
- Presentation is cohesive and easy to follow.

#### **Acceptable**

- Organization of presentation needs improvement for clarity and understanding. Introduction, body, and conclusion are not well defined.
- Transition statements are present, but may be awkward
- Presentation is mostly easy to follow with some gaps

#### **Developing**

- Presentation is poorly organized. Ideas are scattered & not well developed. The introduction, body, and conclusion are not clearly delineated.
- Attempts at transition statements are unclear.
- Presentation sequence is disjointed making it difficult to follow

#### **Unacceptable**

- Presentation is disorganized. Fails to present introduction, body, and conclusion.
- No use of transition statements.
- Presentation feels haphazard or arbitrary

## **Delivery**

### **Excellent**

- Speech style is highly polished and audible with clear enunciation including appropriate use of volume, pauses, and speed. Vocal fillers are mostly absent (e.g.: like, um, you know, etc.)
- Student's use of body language is effective. Makes appropriate, natural eye contact with audience, has good posture, uses appropriate gestures, uses lectern or moves about room in a way that adds to the delivery.
- Delivery is energetic, confident, & clear. Student is focused & prepared. Highly polished delivery of presentation. Notes are used effectively.

### **Acceptable**

- Speech style is somewhat practiced, but not polished. Improvements should be made to audibility, enunciation of words, volume, pauses, talking speed. Some use of word fillers is present.
- Student's body language needs some improvement. Makes some eye contact with audience but not enough. Gestures inappropriately or rarely. Movements may distract.
- Delivery demonstrates preparation and practice but needs higher level of energy and enthusiasm. Notes are used, mostly in a way that does not distract.

### **Developing**

- Speech style needs to be improved. Volume is inappropriate or ineffective. Student needs much improvement on audibility and enunciation, including volume, pauses, talking speed. Heavy use of word fillers.
- Student makes little eye contact with audience. Does not gesture or does so in a way that distracts.
- Student is unenergetic and unenthusiastic. Although somewhat prepared, delivery does not appear practiced. Relies too much on notes.

### **Unacceptable**

- Presentation is too quiet & cannot be heard by audience. Lacks audibility & clear enunciation including volume, pauses, talking speed. Articulation is unprofessional. Use of fillers distracts from presentation.
- No eye contact with audience. Body language is distracting or absent.
- Student is not prepared, lacks confidence. Student is unfocused and easily distracted. Notes are used in a way that distracts.

## **Visual Presentation Aids**

### **Excellent**

- Visuals are appropriate for topic and presentation (choice to use slides, video, demonstration, etc.)
- Visuals are of high quality, well designed including the appearance, clarity, & audience experience (readable, audible, or visible).
- Visuals are used effectively to support the presentation and add to its impact.

### **Acceptable**

- Visuals selected are not the best for the topic of presentation.
- Visuals have an acceptable design, but may need improvement (have clutter, irrelevant material, too much text or information, improved readability.)
- Visuals are present, but do not successfully support or impact the presentation.

### **Developing**

- Visuals selected are out of place for the topic or presentation.
- Visuals are clearly intended to improve the presentation, but are poorly designed or presented to the audience.
- Visuals do not enhance ideas

### **Unacceptable**

- Visuals selected are inappropriate or absent.
- Visuals do not demonstrate student effort to relay information to audience and may be inappropriate&/or irrelevant to presentation.
- Visuals are absent or are a distraction to the presentation.