

## SAMPLE

### State-Required Student Learning Outcomes Assessment CORE CURRICULUM ASSESSMENT PLAN: COMMUNICATION

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

<b>Core Course Prefix, # &amp; Title:</b>	WRC 1013: Freshman Composition I	<b>Core Course Coordinator:</b>	Jane Doe
<b>College:</b>	University College	<b>E-mail:</b>	<a href="mailto:Jane.doe@utsa.edu">Jane.doe@utsa.edu</a>
<b>Department:</b>	Writing Program	<b>Phone:</b>	X 1234

#### **State Description of Component Area:**

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.

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.

#### **State-Required Student Learning Objectives:**

<b>1</b>	<b>Critical Thinking Skills:</b> to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
<b>2</b>	<b>Communication Skills:</b> to include effective development, interpretation and expression of ideas through written, oral and visual communication
<b>3</b>	<b>Teamwork:</b> to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
<b>4</b>	<b>Personal Responsibility:</b> to include the ability to connect choices, actions and consequences to ethical decision-making

State-Required Objective	Student Learning Outcome	Assessment Method
<p>1</p> <p><b>Critical Thinking Skills:</b></p>	<p>Students will be able to evaluate their own writing progress in a reflective self-analysis essay.</p>	<p><b>Artifact/Instrument:</b></p> <p>A rubric to evaluate reflective self-analysis essays will be used to measure:</p> <ul style="list-style-type: none"> <li>Quality of evidence that supports evaluation of their own writing strengths and weaknesses.</li> <li>Depth of reflection</li> </ul> <p><b>Criterion for Success:</b></p> <p>At least 70% of a random 10% sample of students will receive a proficiency of 5 or higher on a scale of 1-10 (combined score of 2 readers) on each rubric dimension. Scale: 8-10 = mastery; 5-7 satisfactory; 1-4 = unacceptable.</p> <hr/> <p><b>Artifact/Instrument:</b></p> <p><b>Criterion for Success:</b></p> <p><i>This cell would only be used if there were a second SLO for this objective.</i></p>

State-Required Objective	Student Learning Outcome	Assessment Method
<p><b>Communication Skills*</b> <b>Written:</b></p> <p><i>* All core courses must address all three types of communication (written, oral and visual).</i></p>	<p>Students will be able to compose an effective self-reflective essay that meets college-level writing standards.</p>	<p><b>Artifact/Instrument:</b></p> <p>A rubric to evaluate reflective self-analysis essays will be used to measure:</p> <ul style="list-style-type: none"> <li>• Clear arrangement of paragraphs, smooth transitions (Effective Organization);</li> <li>• Grammar and mechanics (Appropriate use of Standard English); and</li> <li>• Tone and diction (Effective Style)</li> </ul> <p><b>Criterion for Success:</b></p> <p>At least 70% of a random 10% sample of students will receive a proficiency of 5 or higher on a scale of 1-10 (combined score of 2 readers) on each rubric dimension. Scale: 8-10 = mastery; 5-7 satisfactory; 1-4 = unacceptable.</p>
<p><b>Oral:</b></p> <p><i>Note that oral communication skills will always be assessed using a rubric.</i></p>	<p>Students will demonstrate essential public speaking skills when giving an extemporaneous speech with limited notes.</p>	<p><b>Artifact/Instrument:</b></p> <p>A rubric that measures the various dimensions of delivery will be used to evaluate that aspect of an informative group oral presentation including students' abilities to:</p> <p>Maintain eye contact; use appropriate speaking volume and rate; use appropriate pronunciation, articulation, and pauses; use appropriate nonverbal language, posture, and gestures; demonstrate appropriate attire/appearance; and conform to specified time guidelines</p> <p><b>Criterion for Success:</b></p> <p>At least 70% of students will receive a proficiency of 3 or higher on a scale of 1-5 (5 = mastery; 1 = needs substantial improvement) on each rubric dimension.</p>
<p><b>Visual:</b></p>	<p>Students will be able to use visual aids and imagery to reinforce a message and simplify complex ideas in a presentation.</p>	<p><b>Artifact/Instrument:</b></p> <p>A rubric measuring various dimensions of effective visual aids will be used to evaluate that aspect of an informative group oral presentation including:</p> <p>Use of imagery that reinforces the message, simplification of a complex process or idea, and effective use of size, color, and design.</p> <p><b>Criterion for Success:</b></p> <p>At least 70% of students will receive a proficiency of 3 or higher on a scale of 1-5 (5 = mastery; 1 = needs substantial improvement) on each rubric dimension.</p>

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<p>3</p> <p><b>Teamwork:</b></p>	<p>Students must demonstrate the ability to work effectively toward the shared goal of delivering an effective oral presentation.</p>	<p><b>Artifact/Instrument:</b></p> <p>Students will use a rubric that measures various dimensions of effective teamwork to evaluate the extent to which their <i>teammates</i>:</p> <ul style="list-style-type: none"> <li>Helped move the group forward; completed tasks effectively and in a timely fashion;</li> <li>supported a constructive team climate; and addressed destructive group conflict.</li> </ul> <p><b>Criterion for Success:</b></p> <p>At least 80% of students will score a 3 or higher on a scale of 1-5 (5 = fosters group progress; 1 = impedes or does not advance group progress) on each rubric dimension.</p>
		<p><b>Artifact/Instrument:</b></p> <p><b>Criterion for Success:</b></p> <p><i>This cell would only be used if there were a second SLO for this objective.</i></p>

State-Required Objective	Student Learning Outcome	Assessment Method
<p>4</p> <p><b>Personal Responsibility:</b></p>	<p>Students will be able to analyze and evaluate personal growth regarding their ethical, accurate use of sources in their written work.</p>	<p><b>Artifact/Instrument:</b></p> <p>A rubric to assess reflective self-analysis essays will be used to measure students' abilities to analyze and evaluate their:</p> <ul style="list-style-type: none"> <li>Integration of quotation, summary, and paraphrase;</li> <li>Distinctions between the writer's ideas and those from sources;</li> <li>Evidence that is clearly identified in a way that establishes its credibility;</li> <li>Fair representation of source material.</li> </ul> <p><b>Criterion for Success:</b></p> <p>At least 70% of a random 10% sample of students will receive a proficiency of 5 or higher on a scale of 1-10 (combined score of 2 readers). Scale: 8-10 = excellent/thorough/insightful; 5-7 satisfactory; 1-4 = unacceptable) on each rubric dimension.</p> <hr/> <p><b>Artifact/Instrument:</b></p> <p><b>Criterion for Success:</b></p> <p><i>This cell would only be used if there were a second SLO for this objective.</i></p>