General Education Assessment Plan
For
Basic Communication, Humanities, Foreign Languages & Arts
By
Departments of English & Foreign Languages and Arts & Communications

First Three-Year Cycle

Year I
Basic Communications

Learning Outcomes:

Students will:
1. produce coherent texts within common college-level written forms
2. demonstrate the ability to revise and improve such texts
3. research a topic, develop an argument, and organize supporting details
4. develop proficiency in oral discourse; and
5. evaluate an oral presentation according to established criteria

Courses: Assessment will include both required courses from the approved General Education Basic Communication course list. - See below.

BASIC COMMUNICATIONS
11101 Freshman English 1
13110 Fundamentals of Speech Communication

Assessment Strategy:

1. Use authentic assessment approach; evaluate specifically designed student writing and speeches embedded in courses. For instance, the writing assignment will be the last essay in 11101, written in-class during finals week. Students will be asked answer one of 3 questions, using information from two previously distributed print articles, to document the source material, and to use all of the essay writing skills they have been taught during the semester. In Speech, students will present an informative speech. They will submit a speech outline, research the topic, organize the presentation, provide ideas and information suitable to the topic, purpose and audience and deliver the presentation utilizing effective verbal and nonverbal communication skills. Additionally, students will be required to attend an oral presentation and submit an evaluation that demonstrates their ability to recognize main ideas, identify supporting details, discriminate between statements of fact and opinion, identify specific arguments, analyze effective or non-effective verbal and nonverbal techniques and employ active listening techniques by paraphrasing the speaker's message.

2. Assess no less than a 20% randomly selected sample of student performances in course sections designated to fulfill the Communication requirement.

3. Have each essay or speech rated independently by at least one department evaluator who may also be the course instructor. 20% of the 20% writing sample will be randomly evaluated by a 2nd dept. evaluator.

4. Use a faculty-developed rubric checklist keyed to the learning outcomes and approved by the appropriate Department Chair. 11101 rubric will test outcomes 1-3; 13110 rubric will rate outcomes 3-5. The rubric's standards will be defined along these lines: (a) "Exceeds"= Masters all criteria, with only 1-2 minor, sporadic errors, weaknesses or omissions; (b) "meets"= Meets all criteria at acceptable level with 1 major or 2-4 minor errors, weaknesses or omissions; (c) "Approaches"= Commits major errors in 2-3 categories or has pervasive minor errors, weaknesses or omissions; (d) "Does Not Meet"= Displays major errors, weaknesses or omissions throughout.

5. Compile, review, and evaluate results among faculty in appropriate departments.

6. Report results to the institution.