



Assessing the Effective Communication ISLO: Fall 2015

Source: Office of Research, Planning, and Institutional Effectiveness



Students will be able to communicate and comprehend effectively.

Effective communication includes the ability to:

- 1) **comprehend, analyze, and respond appropriately** to oral, written, and other sensory information.
- 2) **effectively express ideas** through speaking and writing.

Assessment Methodology

- Twenty faculty assessed—one from BEPP, eight from LA, one from Kinesiology/ Dance, five from SMT, and five from SS/CA-- after participating in two workshops, one on teaching strategies to facilitate effective communication and one norming session on how to evaluate student work with the rubric.
- These faculty members assessed 864 students' work, most of which were written assignments, with the [rubric](#). A few were speeches or prompted students to evaluate their interpersonal interactions in personal or professional settings.
- The PRIE office aggregated results for discussion The PRIE office aggregated and disaggregated results for discussion at the October 24, 2016 Town Hall hosted by the Institutional Effectiveness Committee and the Academic Senate.

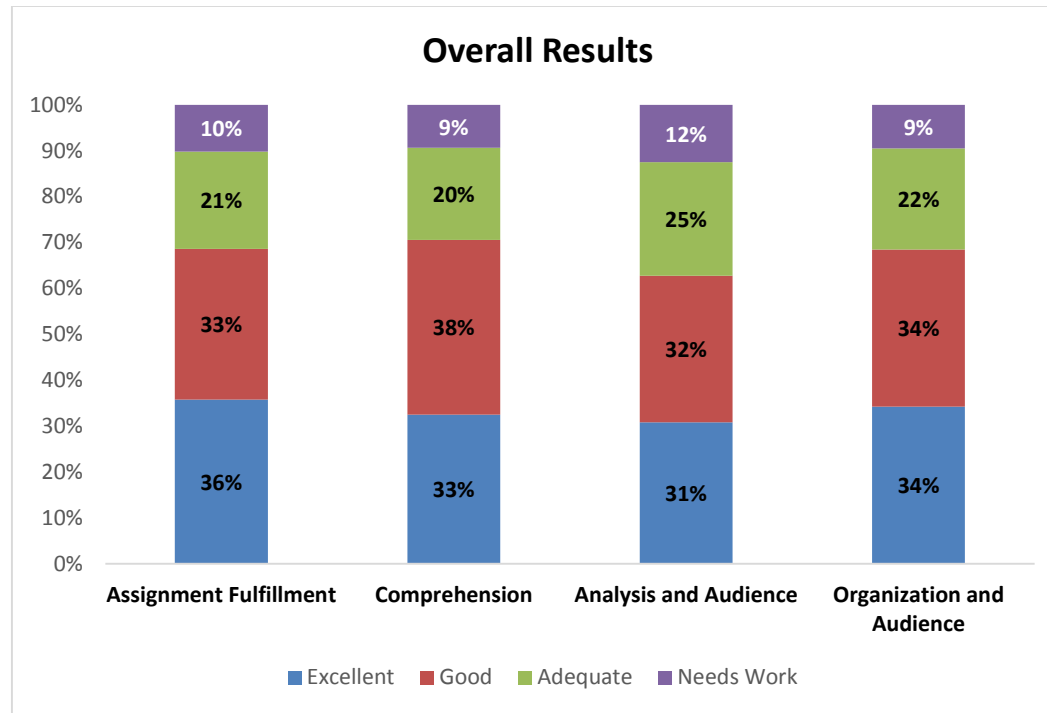


Table 1: Overall Results				
	Assignment Fulfillment	Comprehension	Analysis and Audience	Organization and Audience
Excellent	309	274	260	278
Good	284	321	269	278
Adequate	183	169	209	179
Needs Work	88	79	105	77
N (excluding not measured)	864	843	843	812
Not Measured	0	21	21	52

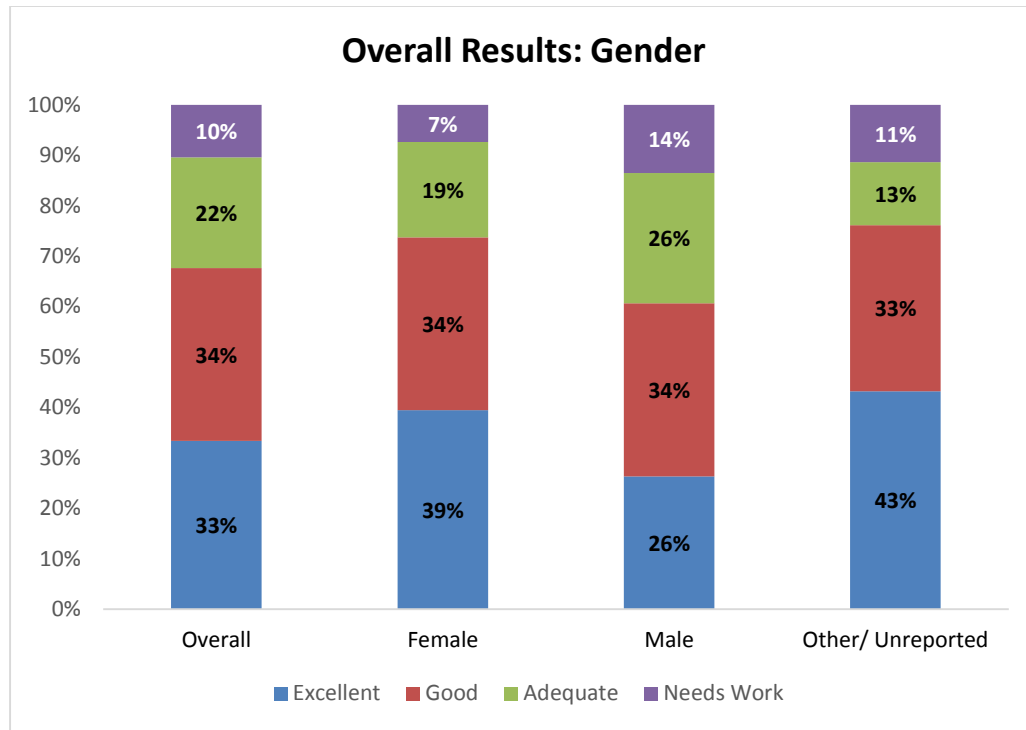


Table 2: Overall Results Disaggregated According to Gender								
	Overall		Female		Male		Other/ Unreported	
	#	%	#	%	#	%	#	%
Excellent	1121	33%	665	39%	418	26%	38	43%
Good	1152	34%	578	34%	545	34%	29	33%
Adequate	740	22%	319	19%	410	26%	11	13%
Needs Work	349	10%	124	7%	215	14%	10	11%
N (excluding not measured)	3362	100%	1686	100%	1588	100%	88	100%
Not Measured	94		46		48		0	

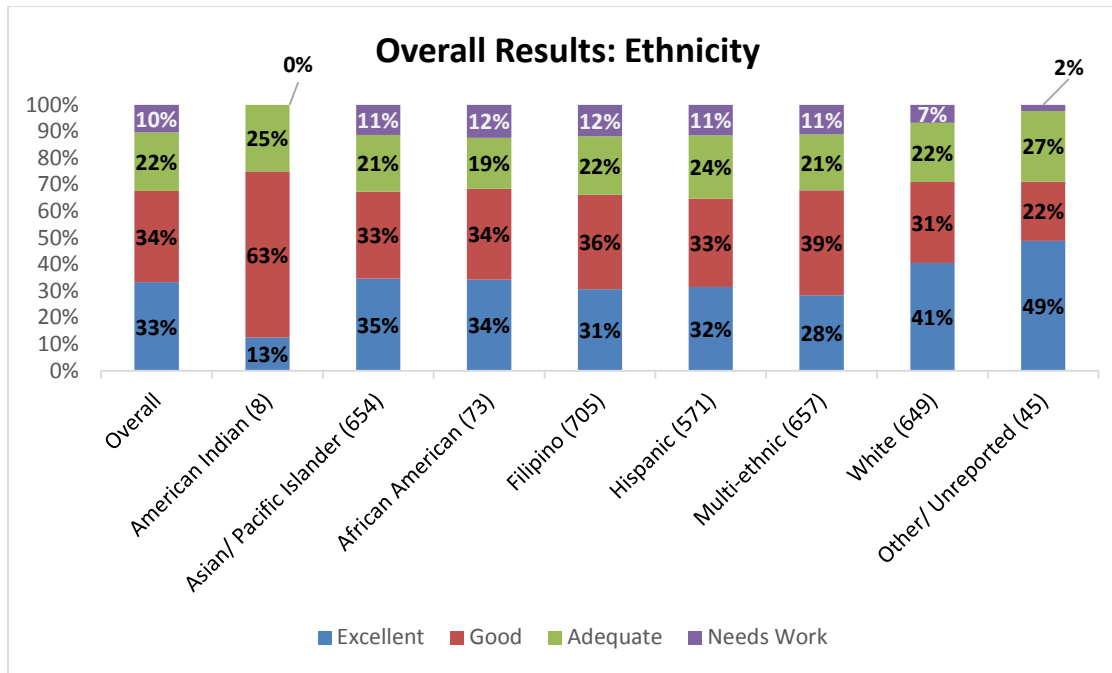


Table 3: Overall Results Disaggregated According to Ethnicity																		
	Overall		American Indian		Asian/ Pacific Islander		African American		Filipino		Hispanic		Multi-ethnic		White		Other/ Unreported	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Excellent	1121	33%	1	13%	227	35%	25	34%	216	31%	180	32%	187	28%	263	41%	22	49%
Good	1152	34%	5	63%	214	33%	25	34%	251	36%	190	33%	259	39%	198	31%	10	22%
Adequate	740	22%	2	25%	139	21%	14	19%	155	22%	136	24%	138	21%	144	22%	12	27%
Needs Work	349	10%	0	0%	74	11%	9	12%	83	12%	65	11%	73	11%	44	7%	1	2%
N (excluding not measured)	3362	100%	8	100%	654	100%	73	100%	705	100%	571	100%	657	100%	649	100%	45	100%
Not measured	94		0		10		3		43		13		11		11		3	

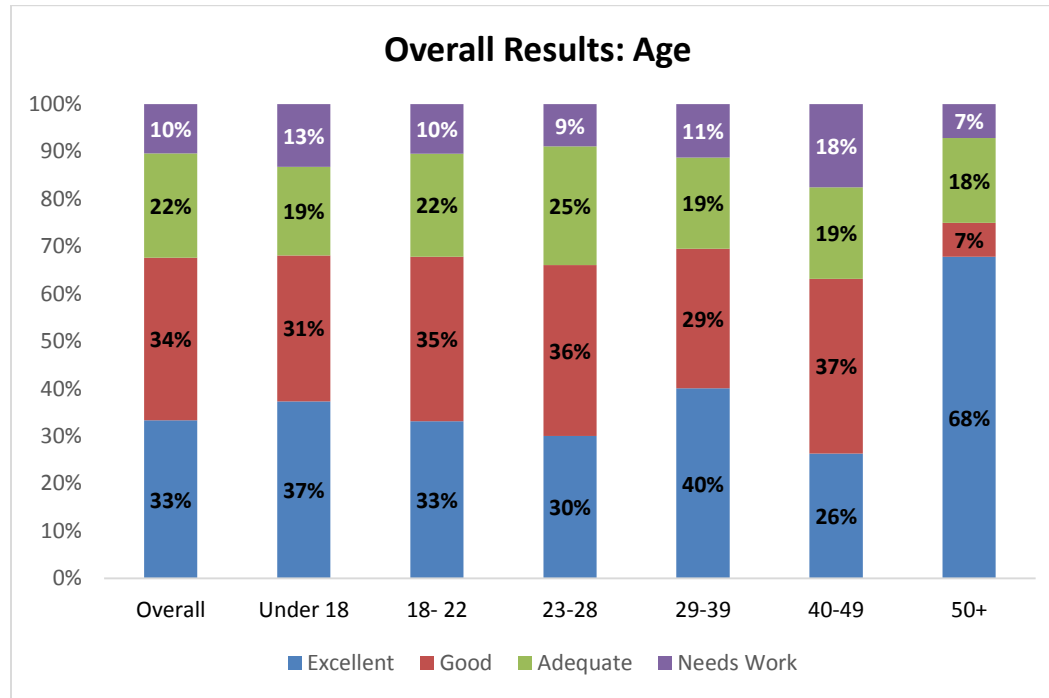


Table 4: Overall Results Disaggregated According to Age														
	Overall		Under 18		18-22		23-28		29-39		40-49		50+	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Excellent	1121	33%	34	37%	816	33%	162	30%	75	40%	15	26%	19	68%
Good	1152	34%	28	31%	852	35%	194	36%	55	29%	21	37%	2	7%
Adequate	740	22%	17	19%	536	22%	135	25%	36	19%	11	19%	5	18%
Needs Work	349	10%	12	13%	256	10%	48	9%	21	11%	10	18%	2	7%
N (excluding not measured)	3362	100%	91	100%	2460	100%	539	100%	187	100%	57	100%	28	100%
Not measured	94		9		20		29		33		3		0	

ISLO: EFFECTIVE COMMUNICATION (2011)

	Needs Work	Adequate	Good	Excellent
Assignment Fulfillment	Completed assignment is off-topic and/or fails to fulfill the directives.	Completed assignment is on-topic but fails to fulfill some of the directives.	Completed assignment is on-topic and fulfills most of the directives.	Completed assignment is on-topic and fulfills all directives.
Comprehension	Student does not relate the message to his or her own framework/ existing knowledge, summarizes inaccurately, or fails to mention the message.	Student integrates the message into his or her own frame of reference/ existing knowledge. Student's knowledge of the subject is generally accurate, though flawed or in the words of the original source.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge. Student's knowledge of the subject is accurate throughout except with minor details, and is in his or her own words.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge or broader context/ larger world perspective. Student's knowledge of the subject is accurate throughout, and is in his or her own words.

Analysis and Audience	Student generally lacks an awareness of the reader, for the discussion lacks evidence, illustrations, other definitive details and/or reasonable follow-up explanations. Analysis shows undeveloped observational skills.	Student makes some attempt to provide evidence, illustrations, or other definitive details to convince the audience, but some information is either extraneous or insufficient. Analysis shows reasonable observational skills.	Explanations and uses of evidence, illustrations, or other definitive details generally convince the audience. Analysis reflects good observational skills.	Explanations and sophisticated/ original uses of evidence, illustrations, or other definitive details effectively convince the audience. Analysis reflects highly developed observational skills.
Organization and Audience	Opening comments are inappropriate, or are unlikely to engage the audience; provides little or no focus or order to the material; closes abruptly, either with no apparent concluding statement or with inappropriate remarks.	Opening comments attempt to reveal the purpose and major points and engage the audience, but the approach seems somewhat artificial, weak, or unimaginative; provides some focus or order to the material, but the structure is somewhat unclear or awkward; concluding comments relate to the purpose and major points, but they either bring in extraneous information or are unnecessarily redundant.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the materials to convey a generally unified point or effect, and provides movement within and between major points and from beginning to end; concluding comments are appropriate and relate to the purpose and major points, but they are not very strong or emphatic.	Opening comments attempt to reveal the purpose and major points and engage the audience; focuses and orders the material to convey a unified point or effect, and provides clear and consistent movement within and between major points and from beginning to end; concluding comments are strong both in reemphasizing the purpose and major points and in leaving the audience with an appropriate closing statement.