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|  | **Spring 2022**  **EFFECTIVE COMMUNICATION ISLO AND RUBRIC**  **Office of Planning, Research, and Institutional Effectiveness** |  |

**STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.**

Effective communication includes the ability to:

* **COMPREHENDING AND ANALYZING**: comprehend and analyze verbal and nonverbal media.
* **DELIVERING MESSAGE**: effectively construct and deliver messages to express ideas and establish shared meaning.
* **DEVELOPING A CIVIL DISCOURSE COMMUNICATION FRAMEWORK**: develop a non-hierarchical communication framework that establishes shared meaning through a sensitivity and receptivity to intersectional, cultural diversity.

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| **SKYLINE COLLEGE EFFECTIVE COMMUNICATION ISLO RUBRIC** | | | | |
| **Indicator** | **Exceeding** | **Meeting** | **Progressing** | **Emerging** |
| **COMPREHENDING AND ANALYZING** | Student uses appropriate evidence in combination with personal and general background information, such as historical context, to support complex, nuanced interpretations about the verbal or non-verbal media. | Most of the time, student uses appropriate evidence to support an interpretation beyond the explicit message of the verbal or non-verbal media. | Student uses some appropriate evidence to support an interpretation beyond the explicit message of the verbal or non-verbal media, and some evidence may be extraneous or insufficient. | Student makes inconsistent or inappropriate use of evidence that may undermine an interpretation beyond the explicit message of the verbal or non-verbal media. |
| **DELIVERING MESSAGE** | Student adeptly communicates the intended message while establishing shared meaning through effective organization, content, and/or language that suits the purpose, audience, and context. | Student communicates the intended message while establishing shared meaning, though with infrequent lapses in organization, content and/or language that suits the purpose, audience, and context. | Student communicates their intended meaning unevenly. Some effort is made to clarify ideas and establish shared meaning, but overall impact may be limited/ impeded with some lapses in organization, content and/or language that don’t suit the purpose, audience, and context. | Student struggles to communicate intended message with little/no adaptation to the purpose, audience, or context. Ideas lack clarity and as a result neglect to establish shared meaning. |
| **DEVELOPING A CIVIL DISCOURSE COMMUNICATION FRAMEWORK** | Communication framework is sensitive and receptive to different cultures and communication styles while keeping civil discourse at the forefront of shared meaning and demonstrating active listening. | Communication framework establishes a baseline of shared understanding through a sensitivity to intersectional cultural experience and civil discourse, establishing some shared meaning while demonstrating active listening. | Communication framework attempts to establish shared understanding but does so while neglecting to engage in multiple perspectives. | Communication framework is absent, and/or student demonstrates a limited understanding of positional difference in verbal and nonverbal communication. |

Last updated on March 14, 2023