**Amarillo College Overview**

- 11,426 academic students & over 25,000 Continuing Education students
- Mission: *Amarillo College enriching the lives of our students and our community*
- 143 degrees and certificates over 7 campuses
- 1 FTE dedicated to assessment; 6 General Education Assessment Committees (one per competency)
- A member of the No Excuses Network of Schools and Achieving the Dream

Amarillo College

**General Education Assessment Process**

| Timeline Overview<br>Requesting and Collecting Artifacts | | |
|---|---|---|
| **Fall** | **Spring** | **Summer** |
| • Faculty sent requests for artifacts by September 1st<br>• Faculty responds to solicitation e-mail<br>• Participating faculty collect and submit any assignment/s to Office of IR/IE by the end of the semester | • Assessments Coordinator organizes and prepares committee artifacts<br>• Assessments Coordinator filters assignments and enters information into a database | Assessments Coordinator gets a Course 30 Hour Student File to identify, filter, and select Fall classes for the next year that will contain possible artifacts. Identified courses will be sent a new solicitation e-mail by the following September 1st date |

| Timeline Overview<br>Committee Assessment of Artifacts | | |
|---|---|---|
| **Fall** | **Spring** | **Summer** |
| • Each General Education Competency committee is trained in the fall<br>• Members of each competency are given the artifacts to assess each fall<br>• Committee members begin to assess artifacts | • Members of each General Education Competency committee finish assessing artifacts in the spring<br>• Each competency committee co-chair submits an assessment report by the end of the spring semester | General Education competency committee members will work through the summer on assessment if there is a shortfall on the number of artifacts that have been assessed and/or if results have not been compiled by the end of the spring semester |

**Communication Skills Competency Assessment**

**Competency Statement:** Students will demonstrate effective written, oral, and visual communication.

**Operational Definition:** Upon completion of 30 hours in a degree plan at Amarillo College, students will demonstrate effective written and oral communication using appropriate sources, documentation, and visual design elements.

**Benchmark:** 70% of all artifacts will score a 3 or higher.

**Description of Artifacts of Student Work:** Assignments to be assessed for the communication competency would require students to present a grammatically correct essay or speech effectively organized with an introduction, conclusion, thesis statement, supportive reasoning, and appropriately documented evidence. If the assignment is an oral presentation, the assignment should also require effective verbal and nonverbal delivery. Visual design elements should be incorporated into any communication assignment. Visual elements include, but are not limited to graphs, tables, charts, slides, streaming video, etc.

**Definitions of Concepts**

1. *Focus* – is the extent to which the content of the essay/presentation corresponds to the thesis statement. In other words, good focus means that the thesis statement drives the whole document. Each section, then, focuses on presenting and arguing the thesis statement with logical reasoning, supportive evidence, and correct documentation.
2. *Organization* – relates to the order in which ideas are presented in support of the thesis statement. The introduction, body, and conclusion are developed in a logical, sequential order with clear transitions, and evidence is organized within each section. An artifact with good development includes supportive reasoning and evidence that *build* on each other as the document unfolds.
3. *Assignment's Requirements* – relate to what the instructor has set forth in the assignment. A communications artifact can be delivered well in all aspects and not respond to the assignment.
4. *Style* – is the way in which words and sentences are put together. It involves word choice, sentence structure, and tone appropriate for the rhetorical situation. Different styles can be effective in different genres; however, any style in academic communication should demonstrate control of sentence-level errors such as grammar problems, misspellings, improper use of punctuation, etc.
5. *Vocal delivery* – includes elements such as volume, variety, fluency, rate, pronunciation, articulation, and vocal pauses.
6. *Nonverbal Communication* – includes aspects such as eye contact, gestures, movement, vitality, facial expressions, and proper use of lectern and visual aids where appropriate.

**Communication Skills Rubric**

**(This rubric was derived from the LEAP Value Rubrics.)**

| Point Value | Detailed Description of Point Assessment | Simple Explanation |
|---|---|---|
| 5 | An artifact scoring a 5 demonstrates the following:<br>• **Focus:** Includes all elements that build upon the thesis<br>• **Organization:** Has an effectively creative pattern of development<br>• **Assignment's Requirements:** Enhances the assignment<br>• **Style**: Has a flair for style with sustained grammatical accuracy<br>• **Vocal Delivery (if oral presentation):** Is artful in the use of delivery and style<br>• **Nonverbal (if oral presentation):** Includes strong eye contact, uses mannerisms that enhance the speech, and appears spontaneous and natural | excellent |
| 4 | An artifact scoring a 4 demonstrates the following:<br>• **Focus:** Includes all elements that effectively support the thesis<br>• **Organization:** Has a clear and consistent pattern of development<br>• **Assignment's Requirements:** Responds clearly to the assignment<br>• **Style:** Has an effective style for the rhetorical situation with few interfering sentence-level errors<br>• **Vocal Delivery (if oral presentation):** Is presented extemporaneously and conversationally without vocalized pauses (IE: um, er, like, you know)<br>• **Nonverbal (if oral presentation):** Has eye contact with the majority of the audience and mannerisms that enhance the speech | good |
| 3 | An artifact scoring a 3 demonstrates the following:<br>• **Focus:** Has a clear thesis but one or two digressive or unsupportive elements<br>• **Organization:** Has a few minor problems (missing transition, short introduction and/or conclusion, etc.)<br>• **Assignment's Requirements:** Meets the assignment's requirements<br>• **Style:** Has an inconsistent style and/or sentence-level errors, but meaning is not compromised<br>• **Vocal delivery (if oral presentation):** Is presented extemporaneously with adequate vocal variety<br>• **Nonverbal (if oral presentation):** Has adequate eye contact and mannerisms that neither distract nor enhance | competent |
| 2 | An artifact scoring a 2 demonstrates the following:<br>• **Focus:** Involves a missing thesis and/or insufficient support<br>• **Organization:** Involves missing transitions, introduction, and/or conclusion<br>• **Assignment's Requirements:** Ignores several requirements<br>• **Style:** Has an obstructive style and/or contains sentence-level errors that begin to hoard the reader's attention<br>• **Vocal Delivery (if oral presentation):** Is stiff with little vocal variety<br>• **Nonverbal (if oral presentation):** Is very dependent on notes and has some distracting mannerisms | marginal |
| 1 | An artifact scoring a 1 demonstrates the following:<br>• **Focus:** Involves a missing thesis, no support, and/or plagiarized evidence<br>• **Organization:** Rambles from one thing to another with no attempt at a consistent development<br>• **Assignment's Requirements:** Does not meet the majority of requirements<br>• **Style:** Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost<br>• **Vocal Delivery if oral presentation):** Is obviously unrehearsed in its delivery<br>• **Nonverbal (if oral presentation):** Is read and mannerisms distract | poor |

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Amarillo College Rubrics for each new competency: http://www.actx.edu/iea/index.php?module=article&id=67