

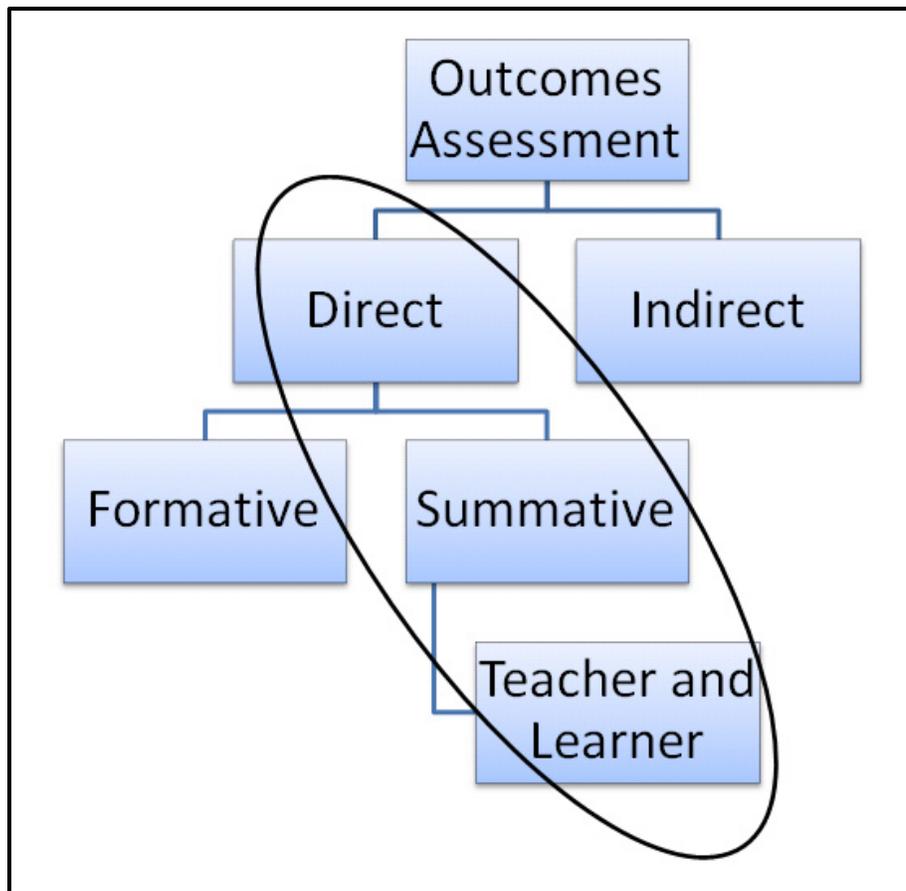
CALS Outcomes Assessment: Communication Proficiency
Ad hoc committee members: Brad Skaar, Jan Thompson,
Ann Marie VanDerZanden, Mary Wiedenhoft

Committee Charge

The committee was asked to develop a process whereby CLAS departments are able to determine if CALS communication outcomes are being met.

Figure 1 below illustrates the relationship of direct and indirect outcomes assessment as well as the relationship of formative and summative assessment approaches.

Figure 1.



For summative assessment:

- Select an artifact (assignment/experience) that represents a “high” level of emphasis. Because this is a summative assessment, most likely the student will have submitted the artifact as a senior or upper level student in an upper level/capstone class.
- Assess the communication skills of the students using rubrics. Examples of rubrics are attached. The Department is not required to use the rubrics, but must submit a copy of the rubrics that were used.
- The Department will be required to provide CALS by 1 April 2012 with a report that will include:
 - Information about the artifact(s) that was/were assessed: the class, semester, number of artifacts, student year (i.e. senior, junior, etc)
 - A copy of the assignment that produced the artifacts
 - A copy of the rubric(s) that was/were used
 - Results: percent of students who met the communications outcomes for each performance level and category
 - Action plan for continuous improvement. We would encourage the Department to begin to assess communications formatively, in order to better understand the development of their students

For formative assessment:

- Select an assignment/experience that represents a “high” level of communication emphasis for classes at each level (i.e. 100, 200, 300, 400). Assess the communication skills of the students using attached or similar rubrics.