**Communication**

**Overview:** KU Core 34 goals are aligned with the University’s [Institutional Learning Goals](https://assessment.ku.edu/institutional-learning-goals) (ILGs). The KU Core 34, KU’s general education curriculum, is assessed by the University Assessment Committee to measure student achievement of the ILGs. This is a separate process from degree-level assessment.

KU Core 34 goals are assessed in the aggregate using a sample of anonymous student assignments from each course meeting the KU Core 34 goal. KU Core 34 assessment is not designed to assess courses individually but rather to assess how the entire goal is meeting the learning outcomes and goal. Results of the assessment are provided to all instructors teaching courses within a particular KU Core 34 goal. Course instructors will be asked to reflect on the results during the University Core Curriculum Committee’s (UCCC) recertification process.

**Institutional Learning Goal:** Effective Communication – Articulate thoughts and ideas clearly and effectively in a range of contexts using a variety of means and modalities.

**KU Core 34 Learning Outcome:** Upon reaching this goal, students will effectively generate, develop, and organize communication with consideration of context, audience, and purpose, as well as an awareness of the role of verbal and nonverbal cues in message delivery.

**Signature Assignments:** [Inclusion](https://kucore.ku.edu/criteria-inclusion) in the KU Core 34 curriculum requires courses to create one signature assignment across all sections. The signature assignment must meet the signature assignment parameters provided below. The University Assessment Committee will use the rubric below to assess student learning using a sample of signature assignments collected from each course. The UCCC expects courses to meet all learning outcomes and the milestones outlined in the rubric throughout their courses but acknowledges it may be challenging to do that within one assignment. Therefore, you are only required to meet the number of criteria outlined below.

The highlighted boxes on the rubric show the milestone students are expected to achieve in a foundational course. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

**Signature Assignment Parameters:** The signature assignment should be a faculty designed oral or written artifact developed by an individual student, which presents students with the opportunity to fulfill at least **four** criteria outlined below:

* Demonstrate an observable organizational pattern including an introduction, conclusion, sequencing, and transitions
* Demonstrate consideration of context, audience, identity, culture, and purpose
* Incorporate and reference appropriate supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)
* Skillfully recognize and participate in cultural differences in verbal and nonverbal communication.
* Select an appropriate delivery modality (e.g., in-person, media, digital presentation) that makes the presentation compelling, and provide a variety of delivery techniques that are polished and confidently integrated (e.g., volume, pacing, graphics, font size).
* Consistently and proactively incorporate audience feedback, critique, and questions by consistently paraphrasing, summarizing, and building upon audience contributions.
* Utilize language choices that are thoughtful and generally support the effectiveness of the artifact.

**Communication Rubric**

The following rubric was adapted from existing validated and reliable AAC&U Value rubrics. The signature assignment submitted for your course will be evaluated using this rubric. The highlighted portions indicate the milestone that students in foundational KU Core 34 courses within this goal will be expected to achieve. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

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|   | **Capstone**  | **Milestones**  | **Benchmark**  |
|   | *Assignment designed for students to demonstrate level of mastery of the outcome* 4  | *Assignment designed to reinforce previously practiced outcome* 3  | *Assignment designed to afford student practice with the outcome* 2  | *Assignment designed to introduce the outcome* 1  |
| **Organization & Mechanics** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the communication artifact cohesive. Writing mechanics demonstrate a well-edited artifact.  | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the communication artifact. Mechanics generally demonstrate a well-edited artifact.  | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the artifact.  | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the artifact.   |
| **Context & Culture**  | Proficiently addresses context, audience, identity, culture, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.  | Demonstrates adequate consideration of context, audience, identity, culture, and purpose on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).   | Demonstrates awareness of context, audience, identity, culture, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).  | Demonstrates minimal attention to context, audience, identity, culture, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).   |
| **Skills**  | Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.  | Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.  | Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.  | Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.  |
| **Supporting Material**  | A variety of types of supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the student’s credibility/authority on the topic.  | Supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the student’s credibility/authority on the topic.  | Supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the student’s credibility/authority on the topic.  | Insufficient supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the student’s credibility/authority on the topic.  |
| **Delivery**  | Delivery modality (e.g. in-person, media, digital presentation) makes the presentation compelling. A variety of delivery techniques are polished and confidently integrated (e.g., volume, pacing, graphics, font size).  | Delivery modality (e.g. in-person, media, digital presentation) makes the presentation somewhat compelling. A variety of delivery techniques are somewhat polished and confidently integrated (e.g., volume, pacing, graphics, font size). | Delivery (e.g. in-person, media, digital presentation) makes the presentation understandable. A variety of delivery techniques are tentatively integrated (e.g., volume, pacing, graphics, font size).  | Delivery modality (e.g. in-person, media, digital presentation) is used. A variety of delivery techniques are not polished or confidently integrated (e.g., volume, pacing, graphics, font size). |
| **Critique, Feedback & Adaptability**  | The student consistently and proactively incorporates audience feedback, critique, and questions by consistently paraphrasing, summarizing, and building upon audience contributions to construct a responsive communication artifact. | Student regularly acknowledges and thoughtfully responds to audience feedback, critique, and questions making noticeable adjustments to the message based on feedback.  | Student occasionally acknowledges audience feedback, critique, and questions with limited responses and shows some ability to adapt the message.  | Student rarely acknowledges feedback, critique, and questions and shows minimal adaptation of the message based on feedback.  |
| **Language**  | Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the artifact. Language in artifact is appropriate to audience.  | Language choices are thoughtful and generally support the effectiveness of the artifact. Language in artifact is appropriate to audience.  | Language choices are mundane and commonplace and partially support the effectiveness of the artifact. Language in artifact is appropriate to audience.  | Language choices are unclear and minimally support the effectiveness of the artifact. Language in artifact is not appropriate to audience.  |