**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.

**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.

**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 be able to critically generate, develop, organize, and orally convey relevant messages appropriate to the situation, using effective language and supporting material, presentation skills, and other media to deliver an audience-centered message in a clear, compelling, and confident manner.

**Signature Assignment Parameters:** The signature assignment should be a faculty designed oral speech/presentation delivered by an individual student for a minimum duration of 5 minutes which presents students with the opportunity to fulfill at least **four** criteria outlined below:

* Demonstrates an observable organizational pattern including an introduction, conclusion, sequencing, and transitions
* Demonstrates consideration of context, audience, and purpose and a clear focus
* Incorporates and references appropriate supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities)
* Uses appropriate language for the audience and subject of the presentation
* Utilizes appropriate delivery techniques (use of filler words, volume control, pronunciation pauses, pacing)
* Demonstrates basic listening skills and adapts the message based on audience feedback

**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**  | 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 presentation cohesive.  | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.  | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.  | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.  |
| **Context of and Purpose for Speaking** *Includes considerations of audience, purpose, and the circumstances surrounding the speech*  | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.  | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).  | Demonstrates awareness of context, audience, 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, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).  |
| **Supporting Material**  | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.  | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.  | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.  | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.  |
| **Delivery**  | Delivery techniques (use of filler words, volume control, pronunciation, pauses, pacing make the presentation compelling, and speaker appears polished and confident.  | Delivery techniques (use of filler words, volume control, pronunciation, pauses, pacing) make the presentation interesting, and speaker appears comfortable.  | Delivery techniques (use of filler words, volume control, pronunciation pauses, pacing) make the presentation understandable, and speaker appears tentative.  | Delivery techniques (use of filler words, volume control, pronunciation, pauses, pacing) detract from the understandability of the presentation, and speaker appears uncomfortable.  |
| **Audience Feedback and Adaptability**  | Speaker consistently and proactively engages with audience reactions and questions, skillfully adapting the message based on feedback. Demonstrates excellent listening skills, never interrupting, actively listening, and consistently paraphrasing, summarizing, and building upon audience contributions to foster an engaging communication environment.  | Speaker regularly acknowledges and thoughtfully responds to audience reactions and questions, making noticeable adjustments to the message based on feedback. Demonstrates good listening skills, rarely interrupting, actively listening, and frequently paraphrasing or summarizing audience input.  | Speaker occasionally acknowledges audience reactions and questions with limited responses and shows some ability to adapt the message. Demonstrates basic listening skills, sometimes interrupting but making an effort to listen and occasionally paraphrasing or summarizing audience input.  | Speaker rarely acknowledges audience reactions or questions and shows minimal adaptation of the message based on feedback. Demonstrates poor listening skills, frequently interrupting or talking over the audience without paraphrasing or summarizing their input.  |