

**I. Course Number/Section/CRN:**

**II. Instructor:**

**III. Attribute: OS2 Attribute Oral Communication Skills**

**IV. Date: Spring 2011**

**General Education Course Assessment  
SUNY Oneonta**

Your course section indicated above has been randomly selected for assessment as part of the campus' General Education Assessment program. This course falls under the area of the Oral Communication Skills (OS2) attribute, which includes the specific learning outcome listed on the attached Assessment Form.

Please note that, effective 2010-11, new planning and reporting forms are being used for General Education Assessment, as developed by the General Education Assessment Committee (GEAC) and approved by the College Senate on May 3, 2010. A sample planning/reporting form is attached in order to assist you as you develop your assessment approach for this academic year.

In order to conduct your assessment for each learning outcome, you will need to do three things:

1. Plan assessment and gather data on student performance.

- Develop specific assessments you can use to test the students' competency in that area. You are the best judge of the methods that should be used to assess the outcomes for your course, but it is important that the measures you use clearly map to the intended outcomes.
- Specify prior to the assessment what constitutes exceeding, meeting, approaching, and not meeting standards for each outcome.

Use Page 1 of the attached form to indicate for each outcome the data sources you will use to conduct the assessment, the specific assessment measure, and the criteria you have established to define performance.

During the semester, use your selected assessment methods to collect the data for your course.

There is a wide variety of ways you can collect data on your students' performance. Potential assessment measures include exam questions, laboratory results, writing assignments, performances or presentations, oral examinations, or portfolios.

Again, the area of study is yours, and so is the choice about how best to determine your students' performance. The keys are that measures must map to learning outcomes and that there are data that can be replicated from semester to semester.

2. Determine strong and weak aspects of your students' performance.

Analyze your data and identify areas in which students are performing well and in which they are performing less well than expected, by comparing actual performance to the criteria you established for exceeding, meeting, approaching, and not meeting standards. Use the Results Table on Page 2 of the attached form to enter the proportion of students who exceeded, met, approached, or failed to meet expectations for each outcome. There is also a separate column in this table that allows you to combine the percentage of students who exceeded or met standards.

It is not expected that all students will show competence in all areas. A competency area requiring action is one for which less than a specified percentage of students show adequate performance. You specify the standards that determine whether or not action is required.

3. Decide what you will do to improve your course.

Develop a plan for making changes in your course that address any weaknesses in student performance revealed by the assessment. What can you do differently in your course that can help strengthen student performance? Changes need not be limited to the way you deliver content and can include strategies such as course management or out-of-class activities. What changes should you make? Which can you make? And, most important, which will you make?

Use the Changes to Be Made Based on Results Table on Page 2 of the attached form to indicate these planned changes. If it is your judgment that no changes are needed, note that as well.

<b>Course Number/Section:</b> _____ <b>Instructor:</b> _____	<b>General Education Assessment Summary</b> <b>Oral Communication Skills (OS2 Attribute)</b>	<b>Semester:</b> _____ <b>Number of Students Enrolled =</b> _____
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<b>Learning Outcome</b>	<b>Data Source(s)</b> [List assignments, exercises, exams, and/or questions, etc. that measure this outcome.]	<b>Assessment Measure</b> [Describe how the data source(s) are measured, e.g., grading scales, rubrics, etc.]	<b>Performance Criteria</b> Describe criteria for categorizing performances as Exceeding, Meeting, Approaching, and Not Meeting the Learning Outcome]
Effective exchange of ideas including appropriate use of oral language, research a topic, develop an argument, organize supporting details, develop proficiency in oral discourse, and evaluate an oral presentation according to established criteria			

**General Education Assessment Summary  
Oral Communication Skills (OS2 Attribute)**

**Results**  
**(Number of Students Assessed = \_\_\_)**

<b>Learning Outcome</b>	<b>% Exceeding</b>	<b>% Meeting</b>	<b>% Approaching</b>	<b>% Not Meeting</b>	<b>% Exceeding/ Meeting</b>
Learning Outcome 1					

**Changes to Be Made Based on Results**

<b>Learning Outcome</b>	<b>Proposed Action(s)</b>
Learning Outcome 1	