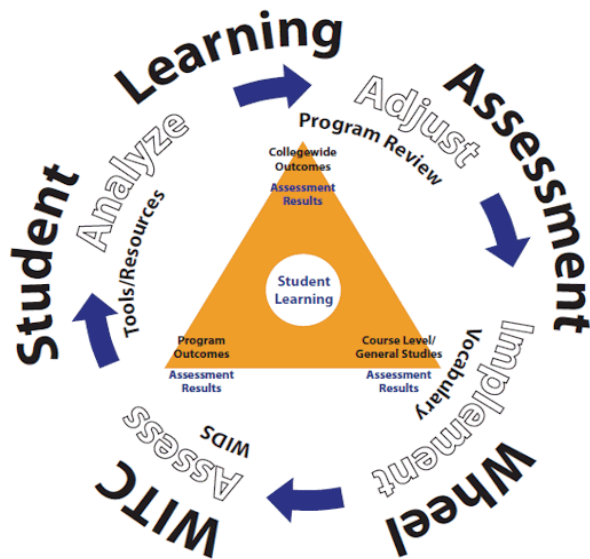


## Assessment Web site

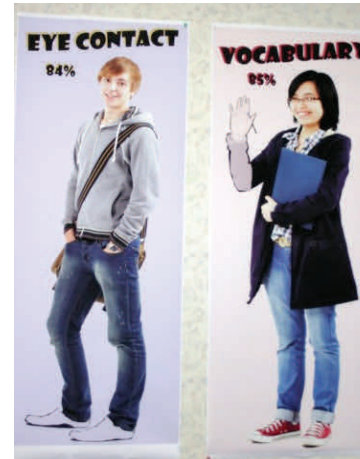
The Assessment Web site will provide you with up-to-date information on assessment at WITC. Please click on the various words of the diagram or the links on the left navigation for the tools and information you need. The web address is:

<http://www.witc.edu/staff/assessment/index.htm>



ORAL COMMUNICATION OUTCOME RESULTS ILLUSTRATED IN POSTERS DISPLAYED AT ACADEMIC DAY January 2011.

Overall percentages in each category achieved correlate to the areas of the photos that are complete (in color). The white out areas correlate to the percentage not obtained.



## WITC COMMUNICATION OUTCOME ASSESSMENT PROCESS F A Q s

### Who is involved?

- All programs having 30+ credits
- Students in the last semester of their program

### What is involved?

Utilizing current assignment(s) that involves writing and/or speaking; or developing a new assignment that is of value to the students and instructor (see parameters for more detail).

### Where can I find the needed resources?

Written and Oral Rubrics and parameters are available on the WITC Assessment Web site:

<http://www.witc.edu/staff/assessment/index.htm>

### Who can help?

Barb Landstrom, Director of Academic Advancement or Larry Gee, Senior Director, Teaching & Learning or other members of WITCs Assessment Team can assist you. WITC Communication instructors are also a good resource

Additional Assessment Team members: Alex Birkholz, Nancy Cerritos, Cate Edlebeck, Brian Jerry, Jodie Karr, Ted May, Steve Miller, and Andrea Schullo

Any questions, please contact Barb Landstrom, Director Academic Advancement, x 2261.

## Assessment Process FAQs continued

### What is the timeline?

Assignments (written artifacts and oral rubrics) should be completed by Wednesday, May 2, 2012.

### Where should I send artifacts?

Send your artifacts to Mary Peters, Academic Affairs Assistant, Shell Lake

### What happens to the student artifacts?

A team that includes Assessment Team members and Communication Instructors will assess the written assignments based on the written rubrics. (Artifacts will have all personal identifiers removed).

Written assessment results and oral rubric results will be compiled and compared against pre-determined expectations:

- A score of 2 or above for Technical Diploma programs on a 4 point scale
- A score of 3 or above for Associate Degree programs on a 4 point scale

Results of the collegewide assessment (compiled data) will be posted on the WITC Assessment Web site and shared with faculty and deans. Participating programs will receive their individual program results.

The WITC Assessment Team will review and analyze the results and based on the data, will develop and implement a collegewide improvement plan to help increase and strengthen student communication skills.

## Guidelines/Parameters for Oral Communication Artifact

**The following are guidelines; you have the latitude to develop the activity that is appropriate for your program.**

Based on Oral Communication Rubric

- Students are engaged in a speaking activity directly related to program
- Instructor has the choice if they wish to record presentations, discussions, debates and speeches; or capture them on software such as Adobe Acrobat, but this is not a requirement
- Third party observation is an option. The assessment team can make arrangements to sit in on live discussions/debates/speeches etc. **OR**
- if you **first view** the new oral rubric instructional video (a fun, informative video developed by 2 WITC instructors) available on the WITC Assessment Web site, you can score the activity according to the rubric and send the completed rubrics to the Assessment Team

## Guidelines/Parameters for Written Communication Artifact

**Suggested parameters for the writing exercise:**

Based on Written Communication Rubric

The instructor of the course should develop the assignment based on the following suggestions:

- Explain the purpose of the assignment and allow the student to organize the content and structure (do not prescribe headings or dictate sequence of content). **It must contain an introduction, body, and conclusion, and address appropriate organization, content, and style**
- The paper must have relevance to program/area of study
- It should be based on a reading
- Assignments should be “more than a memo, but less than a five-page term paper.” A one- to three-page essay is suggested.

**Any questions, please contact Barb Landstrom, Director Academic Advancement, x 2261.**