



Final Report on the Assessment of Effective Communication

Harry S Truman College, Spring 2024

Table of Contents

[Executive Summary](#)

[Context and History](#)

[Assessment Process](#)

[Data Analysis](#)

[Discussion](#)

[Closing the Loop](#)

[Limitations](#)

[Recommendations for Further Study](#)

[Appendix](#)

A. [Oral Communication Rubric](#)

B. [Written Communication Rubric](#)

C. [Detailed Instructions for Conducting the Assessment](#)

D. [Volunteer Form](#)

E. [Instructions for Faculty Volunteers](#)

Executive Summary

In the Spring of 2022, the Assessment Committee (AC) reviewed the upcoming assessment of the college's General Education Goal # 1: Oral and Written Communication. A formal review of the previous study, report, and current literature showed that a revision of the General Education SLOs for this goal was necessary. As such, the committee drafted, revised, and wrote new SLOs for this goal and separated them based on the type of communication being assessed: written and oral. After revising our charge for the study, the committee used the previous iteration's framework for the study. Faculty across campus were tasked with providing student artifacts of written and oral communication. After multiple requests to faculty and vetting the artifacts received, the committee created a rubric to assess the artifacts and had at least two readers per artifact. We then analyzed the data and used two different research questions concerning the number of credit hours of the student and the English course into which they placed. Results of the data do not show significant results, but there are some interesting touchstones learned from the study. This report summarizes the study and protocol, analyzes the findings, and most importantly, offers conclusions and recommendations concerning future Assessment Committee general education studies more broadly, and Oral and Written Communication, more specifically.

Context and History

Previous Assessment SLOs and Study

The report from the last Oral and Written Communication Assessment, conducted in spring 2016, collected and assessed oral and written work artifacts from various disciplines across the college. The study involved the collection of student writing or speaking artifacts and the assessment of those artifacts by committee members to learn if students were meeting the stated General Education Goals and associated SLOs. The language read as such:

Goal-Communication-Written & Oral: The student communicates effectively in both written and oral formats.

Student Learning Outcomes:

1. Address specific audiences on a variety of topics for specific purposes and within specific formats.
2. Adapt one's message to different discourse communities.
3. Observe conventions of Standard English usage, grammar, syntax, punctuation, and mechanics.
4. Provide appropriate, accurate, and fair support for one's claims, based on audience and discipline.
5. Anticipate and respond respectfully to an audience's opinions, questions, and counter-arguments.
6. Speak with clarity and appropriate volume.

Review of the previous Goal and SLOs

Committee members agreed that the SLOs were dated and included language that was unclear and open to interpretation. SLOs 5 and 6 were only associated with Oral Communication, although it was unclear from reading them if that was intentional or not.

The committee conducted an extensive examination of the current research around best practices in higher education assessment of communication skills and agreed that it was time to update the language of the SLOs and divide them into two sets: one for written communication and one for oral communication. This also answered the previous study's call to re-examine the SLOs for this General Education goal.

Process used in updating and approving the new SLOs

The Effective Communication Goal remained the same, but the SLOs were updated and divided into Oral Communication and Written Communication. The following revised language was presented to the AC and approved in April 2022, along with two rubrics developed to correspond to the new SLOs:

Goal- Communication-Written & Oral: The student communicates effectively in both written and oral formats.

Truman College Oral Communication SLO's (approved April, 2022):

1. Select appropriate content with a clear central focus which demonstrates an understanding of context, audience and task.
2. Organize oral content accordingly for a given audience/situation.
3. Provide appropriate, reliable, and fair support for one's claims, based on audience and discipline.
4. Demonstrate effective verbal and nonverbal skills while speaking

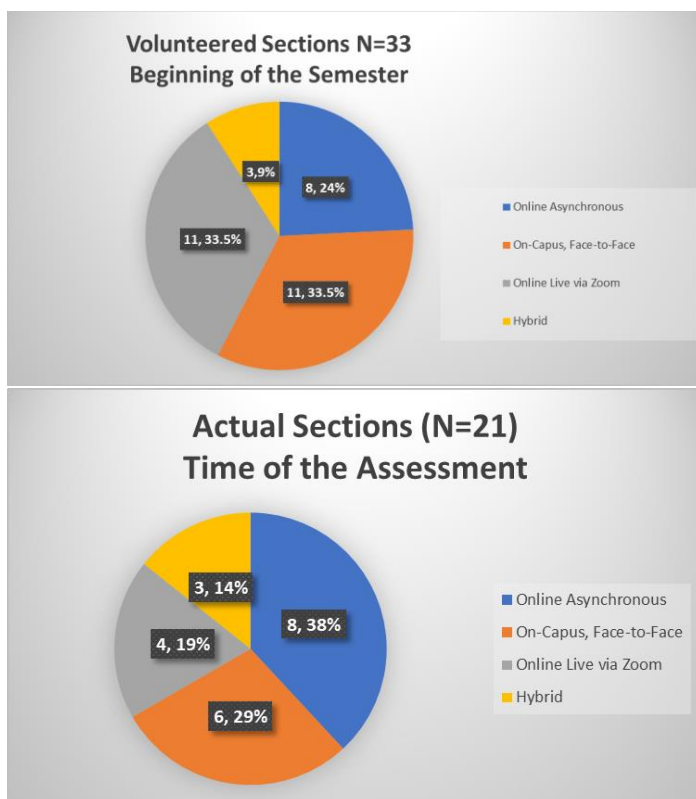
Truman College Written Communication SLO's (approved April, 2022):

1. Compose written artifacts for specific purposes and within specific formats.
2. Demonstrate writing conventions particular to a specific discipline and/or writing task.
3. Organize writing content to convey meaning.
4. Provide appropriate, reliable, and fair support for one's claims, based on audience and discipline.

Assessment Process

There was significant effort and work that went into the review, design, execution, and data analysis for this study. It was decided that after enacting revisions to the SLOs for this General Education goal, the committee would use the same study structure previously used in 2016 where student artifacts would be collected via faculty members.

There were multiple communications with faculty; two separate FDW presentations (spring 2022 and fall 2022), numerous emails (see appendix), in-person requests in department meetings and one-on-one pleas. We started with 24 full and part-time faculty volunteers for 31 sections at the beginning of the semester and 16 full and part-time faculty volunteered 21 sections at the time of the assessment. Of these, 6 sections offered oral presentations as artifacts and 15 sections offered written work as artifacts.



The committee worked with Elissa Tobin, Technology Integration Specialist (TIS) to leverage the college's LMS, Brightspace, to collect both the written and oral artifacts. This was a first for the college. The process that was eventually developed allowed faculty volunteers to have minimal responsibilities, outside of volunteering their students' work, identifying the correct assignment, and providing the assignment description to the committee.

On the back end, the TIS set up anonymous assessors (Assessor #1, #2, and #3) in each volunteered section. The rubric was attached to the assignment and the assessors could assess each artifact within the course shell, without accessing any other information in the course. This provided further anonymity and reassurance to faculty volunteers.

Once the artifacts were scored within Brightspace, the TIS pulled the data in the aggregate and downloaded the results in a spreadsheet. The only identifiers were the student id #s that were used to determine the length of time each student had been studying and where they started in communications (at what level they were placed at the beginning of their academic journey.)

During Spring FDW Assessment Committee members volunteered to act as “assessors” and attended an afternoon norming session where they read, assessed, and discussed 3 samples of student writing using the new rubric. A hearty discussion ensued that provided valuable feedback for each assessor. Using the specific criterion for each SLO, the assessors discussed the example student artifacts from the perspective of their specific discipline. It was determined at the end of the session that each of the assessors felt ready and able to complete the assessments.

Each assessor received a list of sections they were to score as a first reader. Once those were complete, each assessor received another list of sections they were to score as the second reader. The second reader was not aware how the artifacts were scored during the first review. If there was a difference of 2 points between the readers scores, then the artifacts were reviewed a third time by an additional reviewer.

The Oral Presentations artifacts were scored later in the semester by only a handful of Assessment Committee members. Using the same protocol as above, each oral presentation was scored twice, by two different assessors, and if needed, a third.

The scores from the rubrics were pulled from Brightspace and came to the committee in the form of a spreadsheet which was then analyzed by the committee’s Research Analyst.

Data Analysis Protocol/Defining Terms

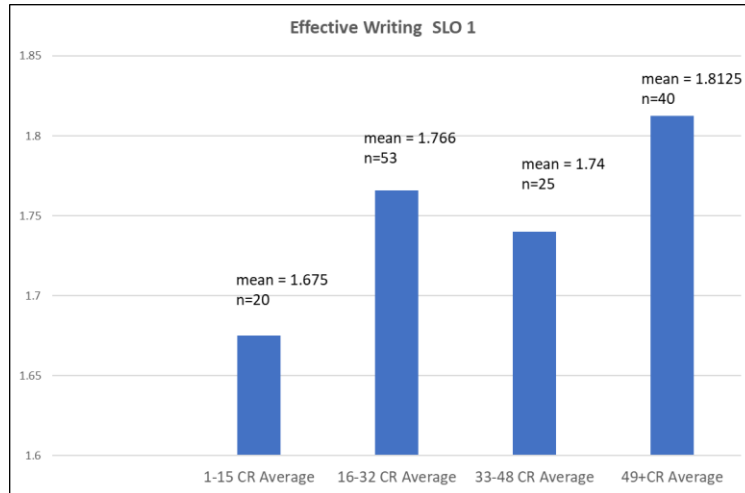
The committee focused on three major inquiries.

1. If there is a correlation between the number of credit hours taken by Truman students and how they performed in relation to the General Education Written and Oral Communication SLOs.
2. If there is a correlation between student performance on the assessments by SLO and where they began their effective communication journey (the English course in which they were placed upon matriculation).
3. Whether there are significant differences between the four SLOs and student performance.

Effective Writing -

Data Analysis-SLOs and Credit Hours

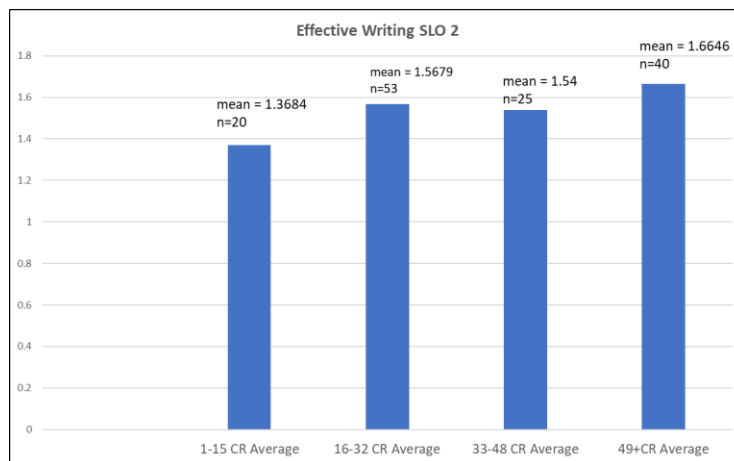
SLO 1 - Address specific audiences on a variety of topics for specific purposes and within specific formats.



1-15 CR Average	1.675	0.53091901	20
16-32 CR Average	1.76603774	0.45720372	53
33-48 CR Average	1.74	0.43543082	25
49+CR Average	1.8125	0.34798527	40

Those with 49 or more credit hours met the SLOs the most, which is a promising result. However, those with 33-48 credit hours met the SLOs less than those with fewer credit hours. This warrants further investigation.

SLO 2 - Demonstrate writing conventions particular to a specific discipline and/or writing task

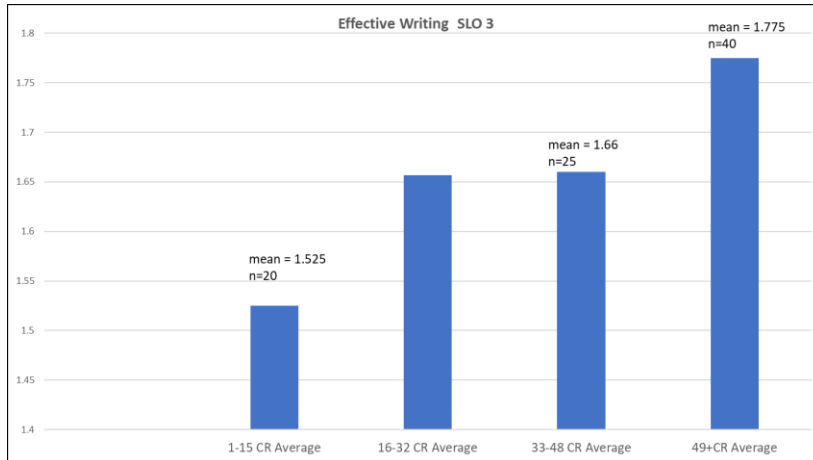


1-15 CR Average	1.3684	0.45825757	20
16-32 CR Average	1.5679	0.4828272	53

33-48 CR Average	1.54	0.50596443	25
49+CR Average	1.6646	0.37706073	40

An examination of the data chart appears to show slight improvement on SLO 2 as students spend more time, however, these increases are not significant.

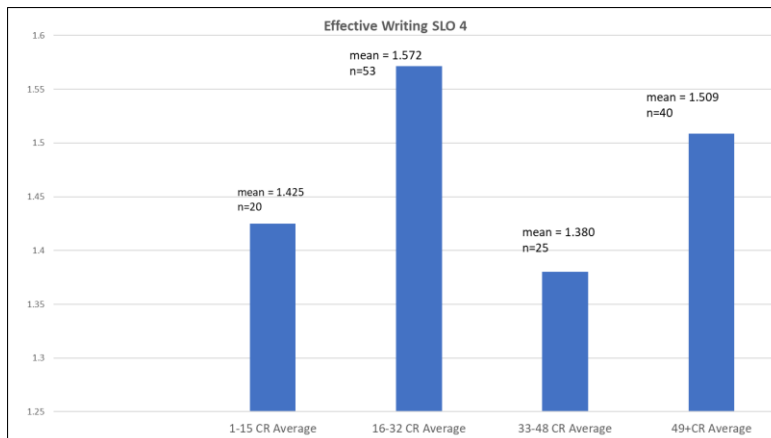
SLO 3 - Organize Writing Content to Convey Meaning



1-15 CR Average	1.525	0.5584577	20
16-32 CR Average	1.6566	0.51009042	53
33-48 CR Average	1.66	0.42614552	25
49+CR Average	1.775	0.3411378	40

A cursory examination of the data chart appears to show slight improvement on SLO 3 as students spend more time, however, these increases are not significant.

SLO4- Provide appropriate, reliable, and fair support for one's claims, based on audience and discipline.



1-15 CR Average	1.425	0.45483513	20
16-32 CR Average	1.57169811	0.48695332	53

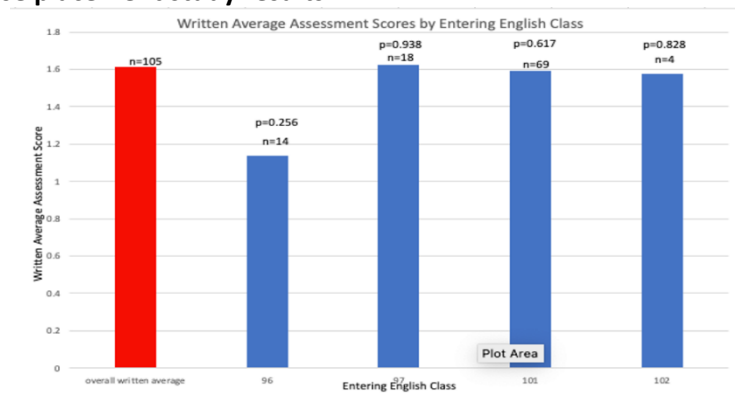
33-48 CR Average	1.38	0.48249352	25
49+CR Average	1.50875	0.50595053	40

Data Analysis – SLOs and Placement

The data was then analyzed to determine whether the English course placement students tested into impacted overall assessment score performance using the student’s overall assessment score. Population written and population oral average assessment scores were compared against the average assessment scores of samples based upon entering English course: 096, 101-097, 101, 102. One population is all the students who took the written assessment, and another population is all the students who took the oral assessment. The written and the oral samples are based on a student’s entering English class.

Technical Note: This study takes averages of scores with the following meanings: 0 = does not meet expectations, 1 = emerging, & 2 = meets expectations. This kind of data is called “ordinal,” meaning, that while one can determine ‘greater than’ and ‘less than’ it is not clear that the amount of learning needed to move from a ‘0’ to a ‘1’ is the same amount of learning required to move from a ‘1’ to a ‘2.’ As a result, taking an average may result in parameters that have an unclear meaning. Given that the data cannot determine the amount of learning needed to move from one score to another, any average of these numbers reports values within this unknown amount of learning. The difference between an average of 1.3 and 1.7, for example, is unknown.

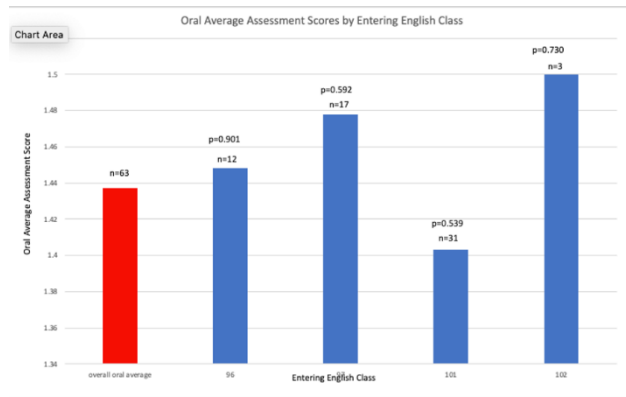
Written English course placement study results:



Entering English Class	Average Score
Overall Written population	1.615
096	1.136
101-097	1.622
101	1.593
102	1.575

Summary: Although there is a light increase in scores between students who began in English 096, it is not enough to be considered significant. Therefore, there is no significant differences found between samples based on entering English class and the written population.

Oral English course placement study results:

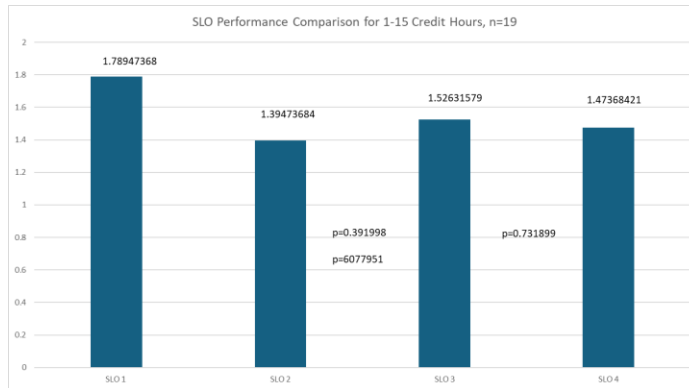


Entering English Class	Average Score
Overall Oral population	1.437
096	1.448
101-097	1.478
101	1.403
102	1.5

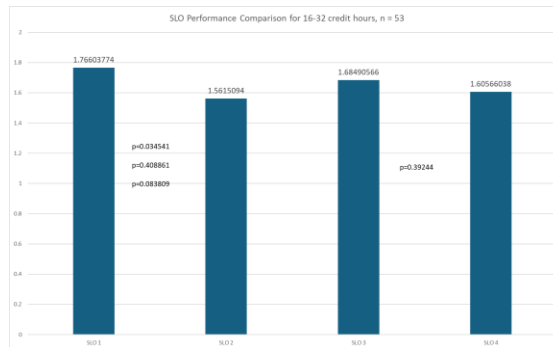
Summary: No significant differences found between samples based on entering English class and the written population.

Comparative Analysis of SLOs by Credit Hour

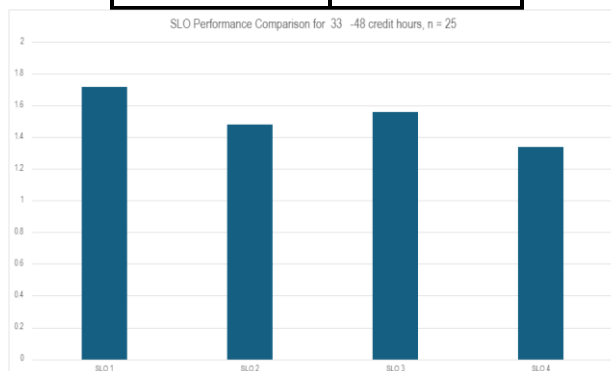
Students scored significantly better on SLO1 than the other 3 SLOs, throughout their time at the college. SLO scores were compared for each student cohort, and the only significant finding was in student performance regarding SLO1.



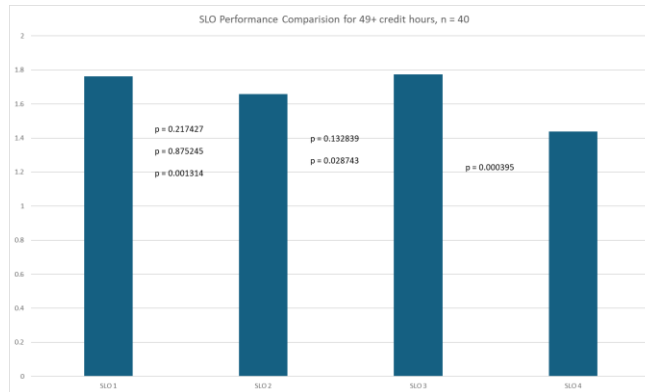
Average by SLO	
SLO 1	1.78947368
SLO 2	1.39473684
SLO 3	1.52631579
SLO 4	1.47368421



Average by SLO	
SLO 1	1.76603774
SLO 2	1.5615094
SLO 3	1.68490566
SLO 4	1.60566038



Average by SLO	
SLO 1	1.72
SLO 2	1.48
SLO 3	1.56
SLO 4	1.34



Average by SLO	
SLO 1	1.76603774
SLO 2	1.5615094
SLO 3	1.68490566
SLO 4	1.60566038

Discussion

It is important to note that due to the small sample size in both studies, the results are not very telling. To have truly meaningful discussions around the results, the data should have come from a representative sampling of students; ideally, samples from 10% of the student body representing full and part-time students coming from a representative sampling of students; ideally, samples from 10% of the student body representing full and part-time students coming from broad demographic backgrounds.

Overall Study 1 Results:

Conclusion 1: Credit Hour and SLOs

The data was examined to determine if there was any correlation between the number of credit hours and “meeting” the expectations of the SLOs. Data was then sorted per credit hour to come up with 4 “groups” of students: 1-15 credit hours, 16-32 credit hours, 33-48 credit hours, and those with 49 or more credit hours. The results show that those with more credit hours are meeting the SLOs at a higher

rate than those with fewer credit hours. However, it is important to note that the small sample size and even smaller comparative group sizes are not representative of the student body as a whole.

What can be noted is that by the end of taking courses at Truman College, the majority of students who took this survey were able to meet the SLOs for Written Communication. However, it is important to note that the sample size is not representative of the student population as a whole.

Conclusion 2: English Course Placement

The data was analyzed to determine if there was any correlation between the level of English placement upon entering the college and the attainment of the SLOs. There were no significant results.

Conclusion 3: Comparing SLOs and Credit Hours

The data was analyzed to determine if there was any correlation between the SLOs themselves and credit hour. Here, the results were significant. SLO1 performed significantly better than SLOs 2, 3 and 4. This indicates that students come into the college with stronger skills in the composition of written artifacts for specific purposes and within specific formats. This continued to be a significantly stronger skill than the performance on the other SLOs.

Closing the Loop

The results from the Assessment of Effective Communication results will be shared with the Truman community in a variety of ways to encourage intra and inter departmental discussions around how writing and speaking skills are taught, learned, and remediated throughout the college. The following is a list of proposed strategies to “close the loop” from the results of this assessment.

1. Present findings to faculty at department meetings – department/unit-level liaisons will share the results of the assessment to the respective departments during regularly scheduled meetings.
2. Overall findings will be presented at Spring 2024 FDW.
3. A summary of findings will be included in the spring 2024 Assessment Newsletter.
4. A one-page summary of the results (At-A-Glance) will be created and posted throughout the college.

Limitations

1. Although faculty participation seemed strong after the committee's initial request, when the time came to submit the artifacts, there was limited faculty participation. Many faculty who volunteered to support the study at the beginning of the semester did not end up doing so when the artifacts were requested.
2. The initial faculty volunteers represented over 400 artifacts (the number of students in the volunteered sections) which would have been a strong sample of student writing. However, after faculty fall-off and general student attrition (beginning enrolment vs. semester-end completion) only 160 student artifacts were available for assessment. This was a small sample size relative to the Truman student body.
3. The small sample size (N) for oral and written communication did not reveal useful data around effective communication.

4. The artifacts that were eventually submitted may overrepresent students who were successfully completing their course of studies, as they had persisted over the semester and were ultimately able to complete the required written or oral assessments. (See Recommendations 1.a below)
5. The committee held a norming session during spring 2023 FDW, but only some members attended. That resulted in fewer faculty assessing the artifacts, which was a cumbersome activity for those who attended the norming session.
6. Although the committee members used rubrics with clearly defined criteria, there are challenges in subjective scoring. Additionally, there are challenges due to the inherent biases and variability in human judgment, such as:
 - Bias
 - Inconsistency
 - Grading Fatigue
 - Halo Effect
 - Cognitive Load
 - Inherent Variability

Recommendations for Further Study

1. When conducting a general education assessment that requires faculty to submit artifacts collected from students, student attrition should be considered. Although there are a multitude of factors that lead to student attrition over the course of a semester, the most common include;
 - a. Academic Challenges:
 - i. Difficulty with coursework: Students may struggle with the academic demands of their courses, either due to the level of difficulty, lack of preparation, or a mismatch between their skills and the program's requirements.
 - ii. Poor academic performance: Consistently low grades or a feeling of falling behind can lead to frustration and a sense of failure, prompting some students to withdraw.
 - b. Personal Issues: (health problems, financial constraints, need to work or change jobs, etc.)
 - c. Lack of Engagement: (disconnection from the learning process, academic isolation, lack of or waning interest, etc.)
 - d. Institutional Factors: (poor institutional fit, lack of academic support or the inability to access those supports that are available., etc.)

The committee recommends that this method of collecting artifacts organically from the student body via faculty, be done sparingly, if at all.

2. The committee recognizes the inherent flaws in subjectively scoring student work (See #6 above). For future studies, more rigorous norming sessions are required and further discussions around the challenges around this kind of assessment should be explored. More assessors may lead to more variability and possible bias but could mitigate grading fatigue and the problems associated with cognitive load.

3. During the next iteration of these assessments, the committee recommends a different approach to collecting student work. For example;
 - a. Prompted Responses: Real-World Scenarios: Invite students (leveraging the LMS) to write real-world writing tasks. This may help assess students' ability to apply writing skills to practical situations. These prompts can be developed in each department and would require discipline-specific writing/speaking skills.
 - b. On-the-Spot Writing: Assess students' ability to generate coherent and well-structured responses within a limited time frame. This type of assessment can gauge a student's ability to think on their feet and organize thoughts under pressure.
 - c. Invest in Standardized Assessment Tools, such as:
 - i. **ACCUPLACER WritePlacer:** ACCUPLACER is a suite of tests used for placement in college courses. The WritePlacer exam assesses students' writing abilities, including organization, development, and language use.
 - ii. **WPA Writing Assessment:** The Writing Program Administration (WPA) Assessment is designed to evaluate college-level writing proficiency. It may include a combination of timed essays, portfolios, or other writing tasks.
4. Although this study did not produce many significant results, it *does* indicate that our students come to college with relatively stronger skills associated with SLO 1 (compose written artifacts for specific purposes and within specific formats) compared to the other Effective Writing SLOs. For this reason, faculty should consider ways to capitalize on this student strength while designing both formative and summative assessments.

Appendix

A. Oral Communication Assessment Rubric

SLO	Meets	Emerging	Does Not Meet
Select appropriate content with a clear central focus which demonstrates an understanding of context, audience and task	Content has a clear central focus that demonstrates an understanding of context, audience and task.	Content has a clear central focus but does not fully demonstrate an understanding of context, audience and task.	Content lacks a central focus.
Organize oral content accordingly for a given audience/situation.	Organizational pattern is clearly and consistently observable within the presentation.	Organizational pattern is intermittently observable within the presentation.	Organizational pattern is not observable within the presentation.
Provide appropriate, reliable, and fair support for one's claims, based on audience and discipline	Demonstrates consistent use of reliable and fair support for ideas that are appropriate for the oral presentation.	Demonstrates inconsistent use of reliable and fair support for ideas that are appropriate for the oral presentation.	The support is unreliable or missing.
Demonstrate effective verbal and nonverbal skills while speaking	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness, effective volume) are effective.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness, effective volume) are present yet ineffective.	Delivery techniques are ineffective.

B. Written Communication Assessment Rubric¹

SLO	Meets	Emerging	Does Not Meet
Compose written artifacts for specific purposes and within specific formats*	Demonstrates a consistent awareness of the purpose of and format of the writing task	Demonstrates an inconsistent awareness of the purpose and format of the writing task	Does not demonstrate an awareness of the purpose and format of the writing task.
Demonstrate writing conventions** particular to a specific discipline and/or writing task	Uses writing conventions that convey meaning and clarity to readers	Uses writing conventions inconsistently that convey meaning and clarity to readers	Does not use writing conventions that convey meaning and clarity to readers.
Organize writing content to convey meaning	Organizes writing content to convey meaning	Writing is partially organized and/or does not convey meaning.	Writing is not organized.
Provide appropriate, reliable, and fair support for one's claims, based on audience and discipline	Demonstrates consistent use of reliable and fair support for ideas that are appropriate for the discipline and genre of the writing	Demonstrates inconsistent use of reliable and fair support for ideas that are appropriate for the discipline and genre of the writing	The support is unreliable or missing.

*Includes considerations of purpose and the circumstances surrounding the writing task(s).

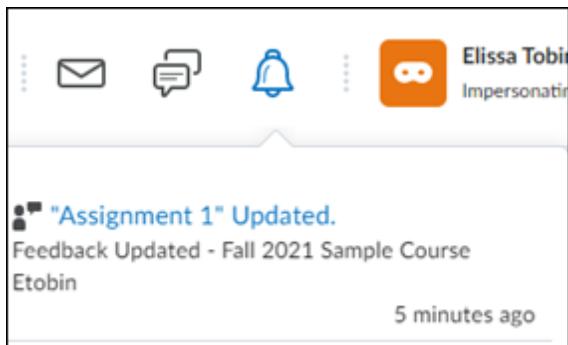
**Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields

c. Detailed Instructions for Conducting the Assessment

1. Send list of Course ID#s to Elissa Tobin. She will “bulk copy” the assessment rubrics into each class. Elissa will also “bulk enroll” the 2 assessor accounts into each class.
 - a. Rubrics will be set-up with the following settings:
 - i. Status: Published
 - ii. Type: Analytic
 - iii. Scoring: No Score
 - iv. Overall Score: ‘Click to Complete’

- v. Rubric Visibility: Rubric is hidden from students
 - vi. Score Visibility: Hide scores from students
 - b. Rubrics are named:
 - i. ISLO 1 Effective Communication - Written (Assessor 1)
 - ii. ISLO 1 Effective Communication - Written (Assessor 2)
 - iii. ISLO 1 Effective Communication - Oral (Assessor 1)
 - iv. ISLO 1 Effective Communication - Oral (Assessor 2)
2. The Course ID#s will be sent to Andrew. Andrew will set up a report in Open Book/CS9 to sort the students.
 - a. The report will include the following:
 - i. Course ID# (5-digit course code)
 - ii. Course Name
 - iii. Student ID#
 - iv. First Name
 - v. Last Name
 - vi. Parameters to identify Truman Students” (50%)
 3. Elissa will contact Jen and Brandon when #1 is complete. Jen and Brandon will attach the rubrics to the correct assignments. (Note-Sort the classes for Oral Presentations and Written Assignments and attach the correct rubrics).
 4. During FDW – faculty will practice using the rubrics on 3 samples of student writing and 3 samples of oral presentations.
 - a. Jen will put together the training packets for Effective Writing.
 - b. Brandon will put together the training packets for Effective Oral Communication.
 5. The following assessment process will depend on the number of faculty willing to assess student work during the time allotted during FDW.
 - a. Assuming we have 10 faculty members (adjust the numbers as necessary)
 - b. This has 2 different assessors for each assignment.
 6. Using the Rubrics
 - a. Open an Incognito window to sign in to Brightspace using this specific link (it will NOT look like the typical ccc login page, and you cannot already be logged in with your personal ccc account): <https://brightspace.ccc.edu/d2l/login?noredirect=1>
 - b. Use the following usernames and passwords for each round of assessing.
 - i. Assessor 1 Username: tr-assessor1, Password: TR@ss3ss
 - ii. Assessor 2 Username: tr-assessor2, Password TR@ss3ss
 - c. Search for the course you are assigned to assess (using the waffle)
 - d. In the course, go to Assessments > Assignments and then click on the Assignment title that is used for this assessment
 - e. Search for the student submission you are assigned to assess and click on the document title (if it is a file submission)
 - f. On the right, click on the rubric for Assessor 1 or Assessor 2 rubric, depending on which assessor you are logged in as/assigned as for this course).
 - i. **Do not pop-out** the Rubric. Use the rubric on the right side of the page. Hover over the clickable options to see the Rubric Language for each criterion. (Assessors should also have a paper copy of the rubrics to refer to.)

- g. Choose each level of competence (4 criterion) and then click “**Click to Complete**” in the last **Overall Score** selection Assessors will see these words when they hover over the bottommost area of the rubric. Assessors **MUST** click on this for the data to be included in the report.
7. Elissa will do a test to see if the student gets a notification when an assignment is updated (re-graded)
 - a. In order for students **not** to be notified with an update *within* Brightspace (that their assignment was updated) the course **MUST** be closed/have End Date, or the Assignment **MUST** be set to ‘hidden from students’. Otherwise, they will see this in their notifications. Even though when they click on that notification they cannot see the 1 rubric with results, they may get confused with the notification.



We might want to add this to instructions – either or, or both:

8. **Option 1:** Check to make sure the course is closed (has an End Date set in the past): Course Admin → Course Offering Information → End Date
 - a. Courses close to students automatically, however, some times instructors edit these dates/manage the dates themselves
 9. **Option 2:** Before you start grading, make the Assignment not visible to students (select dropdown of assignment > select Hidden from Students)
 10. I have added the 2 assignments with the assignment descriptions.
 11. I have added 4 fake students and submitted the examples for each student into both assignments
 12. I have added the two rubrics and attached them to both assignments.
- Test Environment: <https://ccctest.brightspace.com>
 - Assessor 1
 - Username: **tr-assessor1**
 - Password: **TR@ss3ss**
 - Assessor 2
 - Username: **tr-assessor2**

- Password: **TR@ss3ss**
- Courses enrolled in:
 - [Fall 2021 Sample Course Etobin](#)
- Assignment Names:
 - [TRC Assignment - Norming Samples #1 \(indiv. writing assign\)](#)
 - [TRC Assignment - Norming Samples #2 \(reflection paper\)](#)

Volunteer Form

[Written and Oral Communication Volunteer Form - Truman College Fall 2022 \(office.com\)](#)

Instructions for Faculty Volunteers

Dear Faculty Volunteers,

Once again, thank you so much for volunteering to share student artifacts from one or more of your courses this semester. Your participation supports the assessment of general education outcomes at Harry S Truman College. Please complete this quick questionnaire *for each of the courses* you have volunteered so the committee is able to access the artifacts at the end of the semester.

This process allows the Assessment Committee to access your course in Brightspace with a very limited scope. The assessment of the artifacts will take place after the semester ends.

In addition, please share the note below with the students enrolled in each of the sections you have volunteered.

Dear Students,

This semester, the Assessment Committee at Truman College is collecting samples of student work in order to assess the General Education Goal of Effective Communication. We are collecting both written assignments and recordings of oral presentations. Your instructor has volunteered to participate in this effort. All samples are anonymous and voluntary and will not affect your grade in any way. If you do not want your anonymous work shared with the Assessment Committee, please inform your instructor by email before the end of the semester.

End of message

For Written Artifacts:

1. Course name (example: English 101)
2. Course number (example: 66459)
3. Will the student artifacts be submitted as an assignment in Brightspace? (Yes, No)
4. If not, how will you collect the written student artifacts?
5. What is the name of the assignment as it appears in Brightspace (or syllabus)?
6. Is the assignment description and directions for completing it in Brightspace?
7. If not, can you share the assignment description and directions for completing it with us here (please cut and paste it from wherever you store it).
8. What is the final due date for the assignment?

For Oral Presentation Artifacts:

1. Course name (example: English 101)
2. Course number (example: 66459)
3. Will the oral presentations be stored in Brightspace or available in Brightspace?
4. If not, how will you record the oral presentations?
5. The committee has iPads that can be used to record oral presentations? Would you like to borrow one?

6. What is the name of the assignment associated with the oral presentation as it appears in Brightspace (or course syllabus)?
7. Is the assignment description and directions for completing it in Brightspace?
8. If not, can you share the assignment description and directions for completing it with us here (please cut and paste it from wherever you store it).
9. What is the final due date for the assignment?