

B2. Communicate Effectively General Education Rubric

Definition

Communication focuses on how people use messages to generate meaning within and across various contexts. It is the collaborative and ongoing message exchange between individuals, or an individual and a group of individuals, with the goal of understanding each other, to increase knowledge, to foster understanding, or to promote change in the audience's attitudes, values, beliefs, or behaviors.

Framing Language

Communication takes many forms. Through effective communication, students will: gain knowledge of the broad range of communication techniques people use to receive, process, mediate, archive, and transmit information in varying contexts; communicate with a variety of audiences, working alone and in teams or groups; create and present appropriate supporting materials for oral presentations, performances, or critiques; and demonstrate appropriate communication skills in their field of study.

This rubric is designed to articulate fundamental criteria for proficiency in effective communication. This rubric is recommended for use in evaluating courses/course assignments that include the preparation and delivery of presentations by a single speaker at a time and/or the preparation and delivery of panel or group presentations. These presentations should be purposeful with thoughtful consideration of the context and audience. The listening criteria will require students to perform active listening for literal and critical comprehension using skills including sensing, interpreting, evaluating, and responding to a message. Assessment can include the evaluation of student journals, class notes, and other written proof of active listening, including observations about student listening during class discussions. Effective assignments evaluating the team climate can include students' reflections about their contribution to a team's functioning, the evaluation or feedback from fellow team members about students' contribution to the team's functioning, or the evaluation of an outside observer regarding students' contributions to a team's functioning.

Communicate Effectively General Education Rubric

For your course to be designated as this outcome, you must select: Elements 1, 2, and 3 and either Elements 4 or 5.

Elements	Competent	Approaching Competency	Beginning Competency
1. Conveys Central Message	Conveys a compelling central message appropriate to the audience (e.g. precisely stated, appropriately repeated, memorable) using effective supporting materials that are clear and identifiable and establishes the presenter's credibility or authority on the topic.	Conveys a consistent central message appropriate to the audience with some supporting materials which appropriately establishes the presenter's credibility or authority on the topic.	Conveys a basic central message that does not clearly acknowledge the audience and provides with few or no supporting materials to establish the presenter's credibility nor authority on the topic.
2. Organizes a Cohesive Presentation or Performance	Creates an organized presentation/performance (e.g., introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable and cohesive.	Creates an organized presentation/performance (e.g., introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable.	Creates an organized presentation/performance (e.g., introduction and conclusion, sequenced material within the body, and transitions) that appears intermittent and not consistently observable.
3. Uses Appropriate Delivery Techniques	Consistently uses delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) appropriate for the audience and context. Techniques enhance understanding or impact and speaker appears confident.	Often uses delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) appropriate for the audience and context. Techniques support understanding or impact and speaker appears somewhat comfortable.	Inconsistently uses delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) appropriate for the audience and context. Techniques detract from understanding or impact and speaker appears tentative.
4. Listens Actively	Paraphrases speaker's most important points of the message, recalls the essential main ideas and supporting details, and asks clarifying and relevant questions.	Paraphrases speaker's points of the message, recalls some of the main ideas and supporting details, and asks mostly relevant questions.	Paraphrases some of speaker's points of the message, recalls few of the main ideas and does not grasp supporting details, asks somewhat related questions.

5. Fosters Constructive Team Climate	Consistently engages in respectful communication with team members and demonstrates active collaboration on presentation/performance.	Often engages in respectful communication with team members and demonstrates some collaboration on presentation/performance.	Inconsistently engages in respectful communication with team members and demonstrates limited collaboration on presentation/performance.
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AI Pilot Element

Please consider piloting this element in your course and sharing your insights with the Office of Innovation in General Education.

Element	Competent	Approaching Competency	Beginning Competency
Critical and Ethical Engagement of AI to Support Information Practices: <i>This element assesses how students critically and ethically evaluate the role of AI tools (such as generative writing assistants, data tools, or search agents) in research, information evaluation, and knowledge creation, including decisions to use, limit, or reject AI assistance.</i>	Critically and ethically evaluates the benefits, limitations, and risks of AI for the task. Appropriately uses AI, limits AI use, or refuses AI use and provides a clear rationale supported by disciplinary, ethical, or informational considerations. Communicates transparently about when and how AI tools were used.	Recognizes some strengths and limitations of AI and can provide a basic rationale for use or non-use. Shows some consideration of ethical use and attribution.	Engages with AI tools in limited or exploratory ways but demonstrates little consideration of AI's role in the task. Cannot explain decisions regarding AI use or non-use but demonstrates openness to engaging with these tools more effectively and ethically.