



Communication Competency Outcome: Palo Alto College Students develop and express ideas through effective written, oral, and visual communication for various academic and professional contexts.

Specific Outcomes	Highly Competent (4)	Mostly Competent (3)	Needs Improvement (2)	Not Competent (1)
Specific Outcome #1 Content and Purpose The student uses relevant content that conveys understanding	<ul style="list-style-type: none"> Content is well developed in the communication, effectively supported and appropriate for the audience and purpose of the assignment. Effective thinking is clearly and creatively expressed. 	<ul style="list-style-type: none"> Content is adequately expressed, appropriate and relevant through most of the communication for the audience requirements and the purpose of the assignment. 	<ul style="list-style-type: none"> Content is poorly developed for the purpose or inappropriate for the audience. 	<ul style="list-style-type: none"> Content is poorly developed for the purpose and inappropriate for the audience. Supporting details are absent or vague. Content is unoriginal or reflects lack of understanding of topic and audience.
Specific Outcome #2 Organization The student uses disciplinary conventions for organizing content and presenting content	<ul style="list-style-type: none"> The communication clearly and consistently uses important conventions particular to a specific discipline including organization, presentation, and stylistic choices. The communication is clearly organized around a central theme. The communication components are clearly observable and relate to the other components in a well-planned framework. 	<ul style="list-style-type: none"> The communication generally follows expectations appropriate to the discipline for basic organization and presentation. The communication demonstrates some grasp of organization, with a discernible theme and supporting details. 	<ul style="list-style-type: none"> The communication intermittently follows expectations appropriate to the discipline for basic organization and presentation. The communication does not consistently demonstrate grasp of organization. No discernible theme is evident nor are supporting details provided. 	<ul style="list-style-type: none"> The communication does not follow expectations appropriate to the discipline for basic organization and presentation. The communication is rambling and unfocused, with ideas presented in a disorganized, unrelated way.
Specific Outcomes	Highly Competent (4)	Mostly Competent (3)	Needs Improvement (2)	Not Competent (1)
Specific Outcome #3 Tools The student uses	Written: <ul style="list-style-type: none"> Uses language that skillfully communicates meaning to readers with clarity and 	Written: <ul style="list-style-type: none"> Uses language that generally conveys meaning to readers 	Written: <ul style="list-style-type: none"> Uses language that intermittently conveys 	Written: <ul style="list-style-type: none"> Uses language that impedes meaning



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<p>communication tools appropriately and skillfully for academic and professional contexts</p>	<p>fluency and is virtually error-free.</p> <ul style="list-style-type: none"> Uses a wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. <p>Oral:</p> <ul style="list-style-type: none"> Excellent eye contact that makes connection to audience members Displays enthusiasm for topic demonstrated throughout speech All words pronounced correctly All words articulated clearly (no mumbling) No reliance on lectern Polished language usage (few to no fillers—um, uh, like, ok, you know—no slang, no double-negatives) Gestures utilized throughout the speech to show enthusiasm, emphasize points, and keep attention Fluid speaking rate Variety in volume but always easy to hear <p>Visual:</p> <ul style="list-style-type: none"> Displays high quality techniques in drawings, graphics, photos, designs, video, etc. Employs appropriate contrasts (e.g., color, fonts, 	<p>with clarity although writing may contain errors.</p> <ul style="list-style-type: none"> Some sentence variety; adequate usage of word choices, grammar, and punctuation. <p>Oral:</p> <ul style="list-style-type: none"> Frequent eye contact with some connection to audience Displays enthusiasm for topic demonstrated at various points in the speech Most words pronounced correctly Most words articulated clearly (some mumbling) Limited reliance on lectern Proficient language usage (limited number of fillers—um, uh, like, ok, you know—no slang, no double-negatives) Gestures used at various points in the speech to show enthusiasm, keep audience attention, and emphasize points. Speaking rate is generally fluid. Volume is adequate <p>Visual:</p> <ul style="list-style-type: none"> Displays acceptable but not outstanding techniques in drawings, graphics, photos, designs, video, etc. Adequate employment of appropriate contrasts (e.g., 	<p>meaning to readers with clarity due to errors in usage.</p> <ul style="list-style-type: none"> Some sentence variety; usage of word choices, grammar, and punctuation is questionable. <p>Oral:</p> <ul style="list-style-type: none"> Inconsistent eye contact Displays some enthusiasm for topic Some attention to pronunciation is needed Some words indistinct due to poor articulation Some reliance on lectern Occasional use of language (frequent use of fillers—uh, um, like—use of slang and double-negatives) Some gestures used Speaking rate requires greater fluency. Volume should be more appropriate to audience. <p>Visual:</p> <ul style="list-style-type: none"> Techniques in drawings, graphics, photos, designs, videos, and others require greater development. Contrasts require improvement (e.g., color, fonts, sizes) Graphic elements and space require greater alignment Software and other tools could be more appropriately 	<p>because of errors in usage.</p> <ul style="list-style-type: none"> Writing lacks sentence variety. Significant deficiencies in word choices, spelling, grammar, punctuation, or presentation. <p>Oral:</p> <ul style="list-style-type: none"> Little to no eye contact Displays little to no enthusiasm for topic Several words incorrectly pronounced Most words indistinct due to poor articulation Heavy reliance on lectern Poor use of language (frequent use of fillers—uh, um, like—use of slang and double-negatives) Few to no gestures Choppy speaking rate. Low to inaudible volume <p>Visual:</p> <ul style="list-style-type: none"> Displays unacceptable techniques in drawings, graphics, photos, designs, video, etc. Employs inappropriate contrasts (e.g., color, fonts, sizes) Graphic elements and
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Rubric adapted from the AAC&U Written and Oral VALUE Rubrics, the Brenau University Writing Skills Assessment Form, and the LSU Formal Visual Communication Rubric



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	<p>sizes) exceptionally well</p> <ul style="list-style-type: none">• Outstanding alignment of graphic elements and space• Uses software and other tools appropriate to the subject to produce a creative, compelling, engaging and effective presentation that shows proper use of technology to effectively communicate an idea.	<p>color, fonts, sizes)</p> <ul style="list-style-type: none">• Adequate alignment of graphic elements and space• Uses software and other tools appropriate to the subject to produce an effective presentation that shows proper use of technology to communicate an idea.	<p>used to produce an effective presentation that communicates an idea.</p>	<p>space are not aligned</p> <ul style="list-style-type: none">• Does not show appropriate use of software and other tools to produce a presentation that communicates an idea.
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