What are the Graduation Standards?

The VSC graduation standards cover four general areas in which any college graduate should be competent: writing, information literacy, quantitative reasoning, and oral communication. The assessment associated with each standard is designed to evaluate the student’s general competency in that area. The standards are not designed to evaluate the student’s learning based on specific course work, although all course work is expected to support those general competencies.

- Students who matriculated in Fall 2006 or later are responsible for all four graduation standards.

How are the Graduation Standards assessed?

Graduation standards at the bachelor's level are not satisfied simply by earning a minimum final grade or above in a particular course. Rather, they are almost always assessed by evaluating one or more specific activities within a course, typically a requirement of the student’s major taken during the junior year. For example, the writing standard is assessed through an in-class essay, and quantitative reasoning may be assessed through a particular test or through a series of quizzes or out-of-class assignments.

In contrast, standards at the associate’s level may be completed through satisfactory performance in a designated course.

Contents

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• 5 – 7.....The Writing Standard
• 8– 9.....The Information Literacy Standard
• 10–12.....The Quantitative Reasoning Standard
• 13–15.....The Oral Communications Standard
• 16-17.....Appendix A – Courses in which Graduation Standards can be assessed – Bachelor’s Level
• 18……Appendix B – Courses in which Graduation Standards can be assessed Associate’s Level
The Standards:

GRADUATION COMPETENCIES IN WRITING

Skills in written expression—resulting in the effective communication of ideas and information to readers—are closely associated with competencies in critical thinking and oral communication and contribute to each individual’s potential to be active in community life and to meet career objectives and graduate school goals.

Upon graduation, VSC students will be able to:

1. Demonstrate in their writing an awareness of subject, audience, and purpose.
2. Focus written work around an explicit or an implied central thesis.
3. Develop this central thesis systematically using specific details and supporting evidence.
4. Organize subject matter of written work using appropriate sentence structure and paragraphing.
5. Use correct grammar, syntax, punctuation, and spelling.
6. Follow standard practices in quotation, summary, paraphrase and attribution of sources.

GRADUATION COMPETENCIES IN INFORMATION LITERACY

In contemporary society, we are bombarded by written, verbal, and graphic messages. As the volume of information available to us continues to grow, the ability to evaluate and organize information is supremely important, whether in the context of daily decision-making, community or work-based projects, or scholarly inquiry. VSC graduates must demonstrate competency in information literacy through their ability to locate, evaluate, and use information effectively.

Upon graduation, VSC students will be able to:

1. Define a research topic and the information needed.
2. Collect and organize information, utilizing a variety of traditional and electronic resources.
3. Evaluate the information and its sources critically.
4. Acknowledge and document the sources needed.
GRADUATION COMPETENCIES IN QUANTITATIVE REASONING

Quantitative reasoning skills are essential to informed participation in public, private and professional debate and decision-making. The ability to understand and interpret quantitative information, evaluate the context in which it is presented, and draw valid and meaningful conclusions are the elements of such skills and underlie such participation. VSC graduates must demonstrate competency in quantitative reasoning through their ability to read, understand, interpret, and manipulate quantitative data.

Upon graduation, VSC students will be able to:

1. Select and perform appropriate procedures to solve mathematical problems arising in various disciplines (appropriate procedures).
2. Interpret quantitative information accurately (accurate interpretation).
3. Present quantitative information effectively (effective presentation).
4. Evaluate the reasonableness of quantitative conclusions (evaluation).

GRADUATION COMPETENCIES IN ORAL COMMUNICATION

Words shape our everyday experience and sometimes the very course of history. How we speak and listen to one another can affect everything we are and might become. The ability to verbally express ideas clearly and cogently is a crucial skill in building successful relationships, communities and careers. VSC graduates must demonstrate competency in oral communication through their ability to exchange meaningful messages.

Upon graduation, VSC students will be able to:

1. Determine the nature and the purpose of a presentation.
2. Prepare a well-organized presentation utilizing appropriate supporting evidence.
3. Communicate in a manner that engages and holds the attention of the audience.
4. Use language and syntax appropriate for the audience and purpose.
General Questions and Answers about Graduation Standards:

How are the standards scored?
Each standard has a specific evaluation form, which is provided in this booklet and is also available on the portal in the Graduation Standards organization. (Click the button on the left side labeled “FORMS.”) Each form looks very much like the corresponding grading rubric, with the addition of instructions for determining a passing score.

How are the scores reported?
Each course in which a standard is regularly assessed will have a separate GRS course listed as part of the instructor’s schedule in Web Services. Instructors will record passing and failing results in the same manner that grades are reported for regular courses. For student-initiated assessments, instructors will send the registrar the completed evaluation forms, which will be retained in the student’s file in the registrar’s office. The results of all assessments will be posted to the student’s file in Colleague and will appear on the student’s program evaluation.

What is the process for a student with a disability?
Any student with a documented disability should be referred to the learning specialist in Academic Support, and any accommodation that is allowed in a class will usually be permitted for assessing the graduation standards.

What happens if a student fails an assessment?
Students who fail a first assessment should meet with the instructor and review the rubric to determine the areas where further preparation is needed. The student should talk to Academic Support and/or appropriate faculty members about ways to improve the relevant skills. Each department should have methods for re-assessing the standards. Additionally, students who have failed the writing, information literacy, or quantitative reasoning assessments may take an exam that will be administered once each semester.

What happens if a student fails an assessment but passes the corresponding course?
The student has passed the course and will receive credit. The student will still have to pass the standard through one of the re-assessment methods (see above).

What happens if a student fails the course but passes the embedded assessment?
The student has not passed the course and will not receive credit. However, the student has satisfied the standard.

What happens if a student satisfies a standard at another VSC institution?
If a student satisfies a graduation standard at any VSC school, the passing result will transfer throughout the VSC system. For example, a student who has passed the writing graduation standard at Castleton will not need to be re-assessed at Lyndon if that student transfers to Lyndon. Note: Associate-level assessments will be accepted only for Associate degree candidates.

Do students who already have a Bachelor’s degree need to satisfy these standards?
Students who enroll at any of the Vermont State Colleges who already have a Bachelor’s degree are not required to meet the graduation standards.
The Writing Standard

Frequently Asked Questions

I. THE ASSESSMENT

How do students meet the graduation standard in writing?
To meet the writing standard, students complete an in-class essay in a course in the student’s major, most often in the junior year. Other options are available if students find themselves in unusual circumstances.

How will the in-class essay relate to the course?
The in-class essay assignment will be a normal part of the course, and will address content or issues that are part of that course’s curriculum. Even if no student “needs” the official assessment, because no one is a junior or senior, using the rubric to assess essays provides students with valuable feedback about the quality of their writing. All instructors at all levels are encouraged to use the rubric to provide feedback on writing across the entire LSC curriculum.

May students have readings or other material to study in advance? May students have the actual essay question in advance?
Students may be given readings or other materials to study in advance of the in-class essay, but they will not be given the actual question in advance, and will have to compose their answer in class.

How long should the essay be? How long will it take to write the essay? Is there a time limit in which the student must complete the essay?
The essay should be at least 5 paragraphs or 500 words. The essay will take a minimum of 50 minutes. Some instructors may allow more time.

Does the essay have to be written in class? Should the essay be written in a computer lab? Can the student use spell-check and other tools?
Yes, the essay must be written in class, to assure that each student’s essay is their own work. It is preferred and strongly encouraged that students write their essays in a computer lab, so that students will have the tools available that they would normally have when writing. Students routinely have spell-check, grammar-check, and a thesaurus available when they write. We expect that they will use these tools normally in their writing, and thus will expect their use during this assessment.

When must the assessment be administered?

* Fall semester: No later than November 1. The assessment needs to go to the second reader by November 15 and a third reader, if necessary, no later than December 1.

* Spring semester: No later than March 15. The assessment needs to go to the second reader April 1 and to a third reader, if necessary, no later than April 15.
II. SCORING

How is the essay scored?
The essay is scored using the rubric, which is available on the portal and re-printed on the next page. Essays are awarded 1 to 4 points for each part of the writing standard (no half points may be used in scoring.) The sum of the five sections yields the student’s score. The scoring guidelines are at the bottom of the rubric.

When is a second reader needed and who serves as second readers?
Essays receiving a score of 10 to 14 points will need a second reader. Each department will determine who, among their faculty members, will serve as second readers when needed.

How are scores reported?
Instructors of the courses in which the assessments are embedded will report passing and not passing scores to the registrar’s office using Web Services. Scores for alternative assessments can be reported using the rubric on the next page.

What happens if the second reader disagrees with the first assessment of the essay?
If the first and second readers do not agree as to whether the essay passes or fails, the essay will need to go to a third reader. The essays that need a third reader may be read by another department member or may be submitted to the office of the dean.

III. PREPARATION & REMEDIATION

How can students prepare for the writing assessment?
General practice with academic writing in a student’s regular coursework should be sufficient, and assistance from Writing Center tutors is encouraged. In addition, many standardized tests, such as the Graduate Record Examination, include prompted essays similar to this assessment and offer practice questions.

What happens if a student fails the assessment?
• The student and reader should meet to discuss the merits and shortcomings of the essay, using the rubric to explain the reader’s assessment.
• The student should meet with Academic Support personnel or the student’s academic advisor about ways to improve writing in this context, such as using Writing Center assistance or taking a writing course.
• When a student fails an in-class assessment, the student’s major department may elect to assess the student’s writing a second time with a second essay exam.
• Students who have failed the assessment in their major department may take a stand-alone assessment. (see department chair.)
### Writing Standard Evaluation Form

<table>
<thead>
<tr>
<th>Demonstrates an awareness of the relationship among writer, subject, audience, and purpose.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay’s language, tone, or content is inappropriate for the audience and situation.</td>
<td>Essay’s language, tone, or content is sometimes inappropriate for the audience and situation.</td>
<td>Essay’s language, tone, and content are appropriate for the audience and situation.</td>
<td>Essay’s language, tone, and content engage the audience effectively.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focuses on an explicit or an implied central thesis.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay does not have any central idea or does not attempt to address topic.</td>
<td>Thesis is unclear or changes.</td>
<td>Essay argues a clear, relevant thesis, but it is broad or unfocused.</td>
<td>Essay’s thesis is clear, interesting, and focused.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develops this central thesis systematically, using specific details and supporting evidence.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay lacks supporting examples and/or does not give enough (or gives too much) background information.</td>
<td>Essay has supporting examples, but they’re not specific or well-developed; OR Essay has examples, but their relevance to the thesis is not clear.</td>
<td>Essay has specific examples that support the argument.</td>
<td>Essay has well-developed, specific examples that clearly and explicitly support the argument.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizes subject-matter appropriately and effectively</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay has only one paragraph; OR Essay lacks both introduction and conclusion.</td>
<td>Essay lacks coherence and paragraph unity; OR Paragraph organization or arrangement is ineffective; OR Essay lacks conclusion or introduction.</td>
<td>Essay has introduction, conclusion, and well-organized, unified paragraphs.</td>
<td>Essay has introduction, conclusion, and unified, coherent, well-organized paragraphs, each paragraph clearly linked to the argument.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses correct grammar, syntax, punctuation, and spelling.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentences are not well-structured; essay contains several sentence fragments, mixed constructions, and other errors that make it difficult to understand.</td>
<td>Sentences are well-structured, but essay contains punctuation, grammar, and spelling errors that seriously distract a reader.</td>
<td>Essay has typos and some errors, but the errors do not detract from the reader’s comprehension of the text or distract overly much.</td>
<td>Essay is almost entirely error-free and reads smoothly.</td>
<td></td>
</tr>
</tbody>
</table>

### Instructions:

1) Please circle the number that represents the student’s performance for each item. To PASS, the total score must be greater than or equal to a score of 13 AND no scores of “1” and not more than two scores of “2.”
2) Essays PASS immediately (*i.e.*, will not require a second reader) if:
   a. The total score is greater than or equal to 15 and the essay receives no 1’s.
   b. All items receive scores of 3 or 4.
3) Essays receiving a score of 10 to 14 will need to be read by a second reader (see FAQ for details.)
4) Essays will FAIL immediately (*i.e.*, will not require a second reader) if: the total score is 9 or less OR if two or more items receive a score of 1.

Student name: ____________________________________________  Student ID #: ____________________  Course #: ____________________

Instructor name: __________________________________________  PASS / FAIL (circle one)  revised 9-8-08

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7
The Information Literacy Standard

Frequently Asked Questions

I. THE ASSESSMENT

How do students meet the graduation standard in information literacy?
During their third or fourth year, students will identify a course with a scholarly research-project component (research paper, scholarly presentation citing sources, etc.) preferably within their program. The research project will serve as the assessment. If a course in their program is not available the project may be in an elective course. Other options are available if students find themselves in unusual circumstances.

Who initiates the assessment – students or faculty member?
Students are responsible for initiating the assessment. A student should ask their instructor to assess their scholarly research project based on the information literacy grading rubric.

II. SCORING

How is the project scored?
The assessment is scored using the rubric, which is available on the portal and re-printed on the next page. The instructor will report scores to the registrar using the form available on the portal. Projects or presentations are awarded 1 to 4 points for each part of the information literacy standard (no half points may be used in scoring.) The sum of the five sections yields the student’s score. Scoring guidelines are at the top of the rubric.

III. PREPARATION & REMEDIATION

How can students prepare for the assessment?
We encourage students to use the information literacy rubric when preparing all research projects and particularly the one they will present for assessment. Reviewing the TILT Tutorial (available on the LSC Library website) will familiarize students with basic information literacy concepts.

What happens if a student fails the assessment?
- The instructor has the discretion to allow revision of the failing project or the creation of a new project paper.
- The student may test twice. Before further retesting, a student must engage in some remedial activity.
- Remedial activities include going over test results with the Library Director or Coordinator of Library Access Services; review of the TILT tutorial with associated quizzes (requires setup by library); and taking an information literacy workshop through Academic Support.
Information Literacy Standard Evaluation Form

Instructions: Please check the number of points that best represents the student’s performance for each item.
To PASS, the total score must be greater than or equal to a total score of 37 AND no scores of “1” and not more than two scores of “2”

<table>
<thead>
<tr>
<th>I. Define a research topic and the information needed:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The project accurately states the research question</td>
<td>_1 _2 _3 _4</td>
</tr>
<tr>
<td>• There is evidence of an appropriate (per discipline) literature review</td>
<td>_1 _2 _3 _4</td>
</tr>
<tr>
<td>• The project synthesizes appropriate sources relating to the research question</td>
<td>_1 _2 _3 _4</td>
</tr>
<tr>
<td>• The project exhibits an in-depth understanding of the topic and research process</td>
<td>_1 _2 _3 _4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Collect and organize information using a variety of sources:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student demonstrates the ability to formulate an appropriate research strategy</td>
<td>_1 _2 _3 _4</td>
</tr>
<tr>
<td>• Student uses a variety of information sources and formats</td>
<td>_1 _2 _3 _4</td>
</tr>
<tr>
<td>• The project demonstrates a sufficient review of relevant sources</td>
<td>_1 _2 _3 _4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Critically evaluate information and sources:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Information sources used are appropriate for the topic</td>
<td>_1 _2 _3 _4</td>
</tr>
<tr>
<td>• The project addresses relevant perspectives on the topic</td>
<td>_1 _2 _3 _4</td>
</tr>
<tr>
<td>• There is evidence that information sources cited are authoritative</td>
<td>_1 _2 _3 _4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Acknowledge and document research sources:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The project clearly demonstrates the ability to differentiate between the author’s ideas and those of others</td>
<td>_1 _2 _3 _4</td>
</tr>
<tr>
<td>• Sources are cited properly and legally using appropriate documentation style</td>
<td>_1 _2 _3 _4</td>
</tr>
<tr>
<td>• The project is consistently formatted, properly adhering to appropriate style (APA, MLA, etc.)</td>
<td>_1 _2 _3 _4</td>
</tr>
</tbody>
</table>

Student’s Name and ID: ____________________________________________  Total Points: __________
Instructor’s name (Print and sign): ______________________________________  PASS / FAIL (circle one)
Course Name, Number, and Section: ______________________________________  9–12-08
The Quantitative Reasoning Standard

Frequently Asked Questions

I. THE ASSESSMENT

How do students meet the graduation standard in quantitative reasoning?
There are several means to complete this graduation standard depending on the student’s major. For most majors students complete an in-class assessment in a course in their major, most often in the junior year. Students who are Education majors satisfy this requirement by passing the Quantitative section of the Praxis II exam. (Students in other majors are also free to use the Praxis II exam to satisfy this requirement.) Students in Mathematics & Computer Science satisfy the assessment through their portfolio.

Can assignments, problems, or other material be given to students in advance of the assessment?
Yes. Quantitative reasoning needs to be practiced in many situations if the student is going to meet the standard. Many classes provide opportunities for students to combine subject area reasoning and quantitative skills. Students may be given assignments using the same format as the assessment so they will be familiar with the style of questions and expected responses. Students need to be encouraged to think about the reasoning process as well as the end result. They may not do well on the assessment without understanding the rubric.

Can the actual assessment questions be given in advance?
No.

Can the assessment be a part of an existing exam?
Yes. This assessment should be considered to be an integral part of the course and not an add-on.

If the student is not submitting a portfolio, must the assessment be proctored?
Yes.

II. SCORING

How is the assessment scored?
The assessment is scored using the rubric, which is available on the portal and re-printed here. Assessments are awarded 1 to 4 points for each part of the information literacy standard (no half points may be used in scoring.) The sum of the four sections yields the student’s score. The scoring guidelines are at the bottom of the rubric.

How are scores reported?
Instructors of courses in which the quantitative reasoning standard assessment is embedded will report pass/fail scores to the registrar using Web Services.
III. PREPARATION & REMEDIATION

How can students prepare for the assessment?
Students who will not be taking an in-class assessment or the Praxis II should take MAT 1060 Problem Solving. There are also sample questions in the Quantitative Reasoning section on the portal site.

What if a student fails the assessment?

- The instructor has the discretion to allow:
  - a retake of the course-based assessment
  - an alternative course-based assessment

- The student may take the online quantitative reasoning test administered during the fall and spring semesters if all other options are unavailable.

- The student may test twice. Before further re-testing, a student must engage in some remedial activity.

- Remedial activities include:
  - Working with the Developmental Math Coordinator;
  - Enrolling in a quantitative reasoning mini course;
  - Taking a quantitative reasoning workshop through Academic Support;
  - Retaking (or auditing) MAT 1060:
  - Discussing possible accommodations with Academic Support (in cases of a learning disability).

After successful completion of remedial activities, the student may re-test.
Quantitative Reasoning Standard Evaluation Form

<table>
<thead>
<tr>
<th>#1 Select and perform appropriate procedures to solve mathematical problems arising in various disciplines.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Procedures and performance are not appropriate and not performed correctly.</td>
<td>2 Procedure is inappropriate though performed correctly; it is not clear that the problem was understood.</td>
<td>3 Selection of procedures is appropriate and shows understanding of the problem, but procedures are not performed correctly or logic of selection is not clear.</td>
<td>4 Logic of selection and selection are both appropriate and show understanding of the problem. Procedures are performed correctly and lead to a correct solution.</td>
<td></td>
</tr>
</tbody>
</table>

| #2 Interpret quantitative information accurately. | 1 Quantitative information is not interpreted. | 2 Quantitative information is not accurately interpreted or interpretation leads to unreasonable conclusions. | 3 Quantitative information is interpreted accurately but no relevant conclusions are drawn or applied. | 4 Quantitative information is interpreted accurately and relevance of interpretation is clear. Reasonable conclusions are stated based on the information. |

| #3 Present quantitative information effectively. | 1 Presentation of quantitative information is unclear and misrepresents data. | 2 Presentation of information is clear but inaccurate and does not communicate relevance. | 3 Presentation of quantitative information is clear and accurate but does not clearly communicate relevance. | 4 Presentation of quantitative information is clear and accurate, and effectively indicates relevance of information. |

| #4 Evaluate the reasonableness of quantitative conclusions. | 1 Fails to use quantitative logic to evaluate conclusions. | 2 Inaccurately evaluates conclusions using quantitative logic. | 3 Accurately but not completely evaluates conclusions using quantitative logic | 4 Accurately and completely evaluates reasonableness of conclusions using quantitative logic. |

Instructions: Please circle the number that represents the student’s performance for each item. To PASS, the total score must be greater than or equal to 12 and all items must receive a score of 3 or 4.

Student name:  ____________________________________________      Student ID #:  ____________________    Course #:  ____________________
Instructor name:  __________________________________________  PASS /FAIL (circle one)  10/29/08
The Oral Communications Standard

Frequently Asked Questions

I. THE ASSESSMENT

How do students meet the graduation standard in oral communication?
To meet the oral communication standard, students must be assessed twice, most often in the junior year. Most typically, the student will be assessed in two separate courses by two separate instructors. Occasionally, a student may be evaluated by two instructors for the same presentation. To complete this standard, the student must receive two passing scores on the presentation(s). A third option for assessment is a student’s presentation to a campus group about a field experience as long as there is an instructor and an audience present.

Who initiates the assessment – the student or the faculty member?
Unlike the standards for writing or quantitative reasoning, in which a specific course in a major is identified as the location for the assessment, the oral communication standard can be assessed by any instructor in any class where an oral presentation is required. Students should ask the instructor to evaluate him/her for this standard. Unlike the other standards, most faculty members will have the opportunity to assess students.

Can the presentation be a part of an existing assignment?
Yes. Such an assessment could be an integral part of the course, and not an add-on. For example, a student could be assessed in any course where an oral presentation is routinely required in the course.

However, in the interest of giving students options to complete this standard, a student could request an opportunity to make an oral presentation in a class where a presentation is not required, but such a presentation would need to fit with the instructional purpose of the class.

Does the presentation have to be done in class?
No, but there needs to be an audience and an evaluating instructor. For example, a student’s presentation to a campus group about a field experience could be assessed as long as there is an instructor and an audience present.

How long is the presentation?
The student should be making a presentation that is a minimum of five minutes in length.

What are the logistics of initiating an assessment – and what must the instructor do?
The student needs to make this request before the class; that is, the student should not come to class and ask to be evaluated that day in that class. An instructor can require that a student make a request 48 hours in advance.

Given that a student will make a request in advance, the instructor needs to download the evaluation form from the portal to use in class to grade the presentation. The evaluation form is also printed in this booklet.

Can an instructor give students the rubric in advance?
Yes, we encourage instructors to do so. Students will find it helpful to see this rubric in many courses, and to have it used as an evaluation tool for other oral assignments.

**Can the student use audio-visual aids and other tools?**
Yes. Students routinely use PowerPoint and other materials when they give a presentation. We expect that students will use the tools and materials they would normally use.

**II. SCORING**

**How is the assessment scored?**
The presentation is scored by the faculty who observe the presentation, using the evaluation form which is available on the portal. The student should provide that form to each evaluating faculty ahead of time. Each part of the standard is awarded 1 to 4 points. Every student must pass (a score of 3 or 4) on Parts I and II. The student can only receive one score of 2 on Parts III through VII. A student fails if s/he receives a score of 1 on any part of the evaluation. No ½ points may be used in scoring.

**How are scores reported?**
The instructor should use the evaluation form provided in this booklet. The evaluation forms are also available on the portal in the Graduation Standards organization (Go to the button on the left side labeled “FORMS”). The form looks very much like the grading rubric. On it, the instructor will record whether the student passed or failed. The instructor should send the completed form to the registrar. The result will be posted on the student’s file in Colleague. The hard copy of the form will be retained in the student’s file in the registrar’s office.

**III. PREPARATION & REMEDIATION**

**How can students prepare for the assessment?**
Students can prepare for the assessment by practicing good presentation techniques in all their courses or by enrolling in Expository Speaking.

**What happens if a student fails the assessment?**
If a student fails the assessment, the evaluating instructor should:
- Sit down with the student and explain how the presentation fell short, using the rubric.
- Counsel the student to talk to Academic Support or their advisor about ways to work on their speaking.
- Suggest the student enroll in Expository Speaking.
### Oral Communications Standard Evaluation Form

#### Low ................. High

___1___2___3___4

**I. Clarity of Purpose:**

- Understands point of presentation
- Aware of the rhetorical situation
- Presentation is convincing

**II. Overall organization:**

- Shape and structure clear
- Transitions present and clear
- Presentation is cohesive

**III. Supporting evidence:**

- References are evident
- References used appropriately
- References are appropriate to topic

**IV. Language & Syntax:**

- Uses language appropriate to topic
- Uses terms correctly and in context
- Uses no colloquialisms or street language

**V. Delivery:**

- Smooth presentation with no dysfluencies
- Speaks clearly and loudly
- Appears confident

**VI. Audience Engagement:**

- Does not read from notes or paper
- Makes Eye Contact
- Responds to audience's reactions/needs

**VII. Use of Supportive Technology or Materials (optional)**

- Materials enhance presentation
- Materials are appropriate to topic
- Materials are professional & well-planned

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Note: In order to successfully pass the Oral Competency Graduation Standard students must pass both Category I and II, and can only receive one “2” (fail) in any other category, including VII (if and when supports are used.) A score of “1” in any category is an automatic fail for this assessment. **Passing grades for each category are either “3” or “4”**.

Student name: ________________________ Student ID #: ________________________

Course #: ________________________ Instructor name: ________________________

PASS / FAIL (circle one)

(Revised 2-5-09)
Appendix A

Courses in which Graduation Standards can be assessed for Bachelor’s Degree Students

<table>
<thead>
<tr>
<th>DEGREE PROGRAM</th>
<th>WRITING</th>
<th>QUANTITATIVE REASONING</th>
<th>INFORMATION LITERACY</th>
<th>ORAL COMMUNICATION¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animation/Illustration</td>
<td>ARH 2011 ARH 2012</td>
<td>ART 2070</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
</tr>
<tr>
<td>Atmospheric Sciences</td>
<td>ATM 4712</td>
<td>ATM 3140</td>
<td>ATM 4712</td>
<td>ATM 3332 ATM 4712</td>
</tr>
<tr>
<td>Business</td>
<td>BUS 3250 BUS 3360</td>
<td>BUS 3230 BUS 4260</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
</tr>
<tr>
<td>Online Business Program</td>
<td>BUS 3250</td>
<td>BUS 3230</td>
<td>BUS 3150</td>
<td>BUS 4060</td>
</tr>
<tr>
<td>Cinema Production</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>CIS</td>
<td>CIS 4990</td>
<td>CIS 4990</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
</tr>
<tr>
<td>Design</td>
<td>ARH 2011 ARH 2012</td>
<td>DES 3111 or DES 3112</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
</tr>
<tr>
<td>Education</td>
<td>EDU 3810</td>
<td>Praxis II</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
</tr>
<tr>
<td>Electronic Journalism Arts</td>
<td>EJA 3030</td>
<td>EJA 2050 EJA 4850</td>
<td>EJA 3030 EJA 4020</td>
<td>EJA 4020 EJA 4851 or Oral presentation w/in any course</td>
</tr>
<tr>
<td>English</td>
<td>ENG 2020* ENG 3010</td>
<td>ENG 3010 Or See department chair*</td>
<td>Any course w/a written or oral research paper or presentation**</td>
<td>Oral presentation w/in any course</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>XSC 4071 Research Methods</td>
<td>XSC 3120 Kinesiology</td>
<td>XSC 4072 or any course w/a written or oral research paper or presentation</td>
<td>XSC 3150, 4071 or 4072, or oral presentation w/in any course</td>
</tr>
<tr>
<td>Human Services</td>
<td>PSY 2812</td>
<td>PSY 2411</td>
<td>Any course w/a written or oral research paper or</td>
<td>Oral presentation w/in any course</td>
</tr>
</tbody>
</table>
### Liberal Studies
<table>
<thead>
<tr>
<th>Courses</th>
<th>Coordinator</th>
<th>Assessment Requirement</th>
<th>Presentation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Studies</td>
<td>See Liberal Studies Coordinator</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
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</tbody>
</table>

### Mathematics
<table>
<thead>
<tr>
<th>Courses</th>
<th>Coordinator</th>
<th>Assessment Requirement</th>
<th>Presentation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 4990</td>
<td>MAT 4990 Or see department chair</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
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</tbody>
</table>

### Mountain Recreation Management
<table>
<thead>
<tr>
<th>Courses</th>
<th>Coordinator</th>
<th>Assessment Requirement</th>
<th>Presentation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRM 4740</td>
<td>MRM 2120 MRM 4740</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>MRM 3050, MRM 3110, or oral presentation w/in any course</td>
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</tbody>
</table>

### MBI
<table>
<thead>
<tr>
<th>Courses</th>
<th>Coordinator</th>
<th>Assessment Requirement</th>
<th>Presentation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 3350 MUS 3330</td>
<td>MBI 4720</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
</tr>
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</table>

### Natural Sciences (including Env.Sci. & Sustainability)
<table>
<thead>
<tr>
<th>Courses</th>
<th>Coordinator</th>
<th>Assessment Requirement</th>
<th>Presentation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 4040 GEY 3113 PHY 2032</td>
<td>BIO 4040 GEY 3110 PHY 2032</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
</tr>
</tbody>
</table>

### Psychology
<table>
<thead>
<tr>
<th>Courses</th>
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<th>Assessment Requirement</th>
<th>Presentation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 2812</td>
<td>PSY 2411</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
</tr>
</tbody>
</table>

### Social Sciences (including Crim Justice)
<table>
<thead>
<tr>
<th>Courses</th>
<th>Coordinator</th>
<th>Assessment Requirement</th>
<th>Presentation Type</th>
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</thead>
<tbody>
<tr>
<td>SSC 4740</td>
<td>SSC 3020</td>
<td>SSC 4720</td>
<td>SSC 4720</td>
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</table>

### Visual Communication
<table>
<thead>
<tr>
<th>Courses</th>
<th>Coordinator</th>
<th>Assessment Requirement</th>
<th>Presentation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 2011 ARH 2012</td>
<td>DES 3111 DES 3112</td>
<td>Any course w/a written or oral research paper or presentation</td>
<td>Oral presentation w/in any course</td>
</tr>
</tbody>
</table>

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1 In addition to assessments completed within a course, an alternative option for assessment is a student’s presentation to a campus group about a field experience as long as there is an instructor and an audience present.

*For students under Catalog requirements prior to 2009-10 (English majors.)*

**A research analysis is required in ENG2250 which is an option for English majors to meet the Information Literacy Standard.**
Appendix B
Graduation Standards Assessments for Associate Degree Students

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>WRITING²</th>
<th>QUANTITATIVE REASONING</th>
<th>INFORMATION LITERACY</th>
<th>ORAL COMMUNICATION³</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.A. and A.S.</td>
<td>ENG 1082</td>
<td>MAT 1060 or MAT 2021 or ACC 2122 or</td>
<td>ENG 1082</td>
<td>Oral presentation w/in any course</td>
</tr>
<tr>
<td>A.A.S.</td>
<td>ENG 1082</td>
<td>MAT 1111 or</td>
<td>ENG 1082</td>
<td>Oral presentation w/in any course</td>
</tr>
</tbody>
</table>

² The Writing, Information Literacy, and Quantitative Reasoning standards are satisfied if the student receives a final grade of C- or better in the course listed above.
³ In addition to assessments completed within a course, an alternative option for assessment is a student’s presentation to a campus group about a field experience as long as there is an instructor and an audience present.
Appendix C

Graduation Standards Alternative Assessment Application

This form must be completed and signed by your advisor or the department chair of your major in order for you to be eligible to take an alternative assessment for the Information Literacy, Quantitative Reasoning or Writing Standards. You must complete separate applications for each assessment.

To be completed by the Student

Name: ______________________________ Date: ________________

Standard (select one):
   Information Literacy
   Quantitative Reasoning
   Writing

What is your major?

Class standing?

When do you plan to graduate? (Date)


Why are you unable to complete an assessment within your major? (Explain)

How many times have you tested for this graduation standard?

What have you done to prepare for this test?

To be completed by Advisor or Department Chair

Why is this student unable to be assessed within their department/major?

Name: ______________________________ Date: ________________