



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

Criteria	Highly Competent (4)	Mostly Competent (3)	Needs Improvement (2)	Not Competent (1)
<p>1. Content and Purpose. The student uses relevant content that conveys understanding.</p>	<ul style="list-style-type: none"> Content is well developed, 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 assignments. 	<ul style="list-style-type: none"> Content is poorly develop 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.
<p>2. Organization. The student uses disciplinary conventions for organizing content and presenting content.</p>	<ul style="list-style-type: none"> Communication clearly and consistently uses important conventions particular to a specific discipline including organization, presentation, and stylistic choices. Communication is clearly organized around a central theme. Communication components are clearly observable and relate to other components in a well-planned framework. 	<ul style="list-style-type: none"> Communication generally follows expectations appropriate to the discipline for basic organization and presentation. Communication demonstrates some grasp of organization, with a discernible theme and supporting details. 	<ul style="list-style-type: none"> Communication intermittently follows expectations appropriate to the discipline for basic organization and presentation. Communication does not consistently demonstrate grasp of organization. No discernible themes are evident nor are supporting details provided. 	<ul style="list-style-type: none"> Communication does not follow expectations appropriate to the discipline for basic organization and presentation. Communication is rambling and unfocused, with ideas presented in a disorganized, unrelated way.
<p>3. Tools. The student uses communication tools appropriately and skillfully for academic and professional contexts.</p> <p>WRITTEN COMMUNICATION</p>	<ul style="list-style-type: none"> Uses language that skillfully communicates meaning to readers with clarity and fluency. Virtually error-free. Uses a wide variety of sentence structures. Excellent word usage, spelling, grammar and punctuation. 	<ul style="list-style-type: none"> Uses language that generally conveys meaning to readers with clarity although writing may contain errors. Some sentence variety; adequate usage of word choices, grammar, and punctuation. 	<ul style="list-style-type: none"> Uses language that intermittently conveys meaning to readers due to errors in usage. Some sentence variety; usage of word choices, grammar, and punctuation is questionable. 	<ul style="list-style-type: none"> Uses language that impedes meaning because of errors in usage. Writing lacks sentence variety. Significant deficiencies in word choices, spelling, grammar, punctuation, or presentation.



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3. Tools (continued). ORAL COMMUNICATION	<ul style="list-style-type: none"> • Excellent eye contact. Makes connection to audience members. • Displays enthusiasm for topic throughout. • 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 used throughout to show enthusiasm, emphasize points, and keep attention. • Fluid speaking rate. Variety in volume, but always easy to hear. 	<ul style="list-style-type: none"> • Frequent eye contact. Some connection to audience. • Displays enthusiasm for topic at various points. • Most words pronounced correctly. Most words articulated clearly (some mumbling). • Limited reliance on lectern. • Proficient language usage (limited number of fillers, no slang, no double-negatives). • Gestures used at various points. • Speaking rate is generally fluid. Volume is adequate. 	<ul style="list-style-type: none"> • Inconsistent eye contact. • Displays some enthusiasm for topic. • Some attention to pronunciation needed. Some words indistinct due to poor articulation. • Some reliance on lectern. • Occasional use of language (frequent use of filler, use of slang and double-negatives). • Some gestures used. • Speaking rate requires greater fluency. Volume should be more appropriate to audience. 	<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, use of slang and double-negatives). • Few to no gestures. • Choppy speaking rate. Low to inaudible volume.
3. Tools (continued). VISUAL COMMUNICATION	<ul style="list-style-type: none"> • Displays high-quality techniques in drawings, graphics, photos, designs, video, etc. • Employs appropriate contrasts (e.g. color, fonts, sizes) exceptionally well. • Outstanding use of 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. 	<ul style="list-style-type: none"> • Displays acceptable but not outstanding techniques in drawings, graphics, photos, designs, video, etc. • Adequate employment of appropriate contrasts. • 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. 	<ul style="list-style-type: none"> • Techniques in drawings, graphics, photos, designs, videos, and others require greater development. • Contrasts requires improvement. • Graphic elements and space require greater alignment. • Software and other tools could be more appropriately used to produce an effective presentation that communicates an idea. 	<ul style="list-style-type: none"> • Displays unacceptable techniques in drawings, graphics, photos, designs, video, etc. • Employs inappropriate contrasts. • Graphic elements and space are not aligned. • Does not show appropriate use of software and other tools to produce a presentation that communicates an idea.