

AY22 Annual Assessment Retreat - Effective Communication examples from participants at the Retreat	
Unit	Example
Academic Affairs	For our UAA TRIO SSS Program, we send out weekly newsletters, have workshops on various different subjects, they have access to peer-to-peer mentoring, we highlight our students when they have different achievements, and most importantly we do check-ins with our students via zoom or in-person.
Academic Affairs	Training faculty/staff/students in skills and strategies for successfully engaging in difficult dialogues; training faculty in traditional Indigenous ways of teaching, learning and dialogue; hosting the TILT workshops for faculty; training faculty and administrators in best practices for building collegial departments (and preventing or handling toxic behaviors/speech); offering workshops on trauma-informed teaching and/or leadership (which includes elements of effective communication), etc.
Academic Affairs	Under our Communicating Science track (faculty development unit), Travis Rector offers a faculty learning community each semester on Teaching about Climate Change (across the disciplines), which largely focuses on effective communication both to students and to colleagues.
Academic Affairs	We organized a series of workshops on different aspects of Effective Communication (writing, listening, peer feedback, presenting, etc.) at the Winter Teaching Academy and developed this Teaching Resource (shared via our faculty newsletter): https://www.uaa.alaska.edu/academics/office-of-academic-affairs/faculty-development-instructional-support/teaching/pedagogy/cc-communication.cshhtml
Admin Services	Our Staff Council Communications Committee put together a document that outlines our newsletter process (The Who, what where, etc.). BUT, we didn't TILT it and so I am already looking at how we can improve the document for better outward communication about the Council to students, faculty, and staff.
Admin Services	The new employee onboarding program will include an overview of the competencies and will communicate all content with new employees in a way that models effective communication strategies.
CAS	Both our undergraduate and graduate programs have specific program learning outcomes related to effective communication. We assess the graduate program's outcome by success defense of a thesis. We assess the undergraduate program's one by using the GER grading rubrics for written communication on key assignments submitted by students to their culminating ePortfolio.
CAS	Consistent emphasis on importance of explaining process using standardized notation (grammar). This is graded regularly to improve understanding/skill and assessed through projects designed to showcase their abilities
CAS	Example assignment from SWK/PSY 620 (could always TILT more !) - https://docs.google.com/document/d/1ApHJSrV2xxdJUA-evArzdr-sjLgEAvnp/edit?usp=sharing&ouid=116972974956021854369&rtpof=true&sd=true
CAS	For my German 202 (Intermediate German II), we do an assignment (both written and oral) on "small talk" and how the concept is being approached by different cultures.
CAS	For my HIST A101: Western Civilization course, a roleplaying wiki assignment: Week 4: Discussion One on the Greeks or "What's the Greek Idea?" Ends Feb. 6 You have used the WIKI for the "Course Prep Quiz" and are familiar with it and how the class discussions are arranged. Thank you for the innovative and creative wikis and the responses for the first wikis. For the last wiki, you were asked to place yourself and your 2022 artifact into the context of the Ancient Near East. For Discussion One we will flip this scenario and you will consider how the very famous "Plato's Apology of Socrates" would play out in the United States of America in 2022.
CAS	Furthermore, students in English are frequently given writing assignments, and in many cases, instructors not only assign writing; they also teach about writing
CAS	In all of our history classes, we focus on analytical writing--historical document analysis, research papers, focused analysis of key readings, reflective summary essays at the end of the course, analytical essays on exams, and more. From day one, we work on effective communication, especially written, but also oral (discussion, groups, internships).
CAS	In ArtA491 Senior Seminar Program, we participate in UAA Books of the Year Students Art Exhibit https://www.uaa.alaska.edu/academics/institutional-effectiveness/departments/books-of-the-year/student-art.cshhtml > Creating online presentation and publishing an exhibit catalogue Example: Eyes To See, Ears To Listen RISE RESILIENCE https://alaska.digication.com/uaa-resilience/home
CAS	In Biological Sciences students start with effective communication in the sciences whereby they create scientific presentations within their first exposure to undergraduate biology in BIOLA108.

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CAS	In psychology, we emphasize importance in understanding and production of scientific argument with valid evidence.
CAS	In the Dept of English, “effective communication” requires being familiar with multiple ways to communicate and being able to participate, which includes both consuming and producing written, digital, and visual texts. Students who communicate effectively, then, have awareness of genres and register. This is to say that “effective communication” comes down to the ability to analyze situations and respond appropriately. We have a fair number of assignments that teach this sort of meta-awareness about communication—for example, in my most recent stylistics course, there was a semester-long text corpus analysis project designed to get at the specific ways that writing styles are targeted to different registers and audiences, and how registers and audiences give rise to writing styles (so that both sides of the system are mutually feeding into each other).
CAS	Music master class that every music student has to take. Models how to effectively teach students, and communicate what is good or not good, and why. They also perform orchestral excerpts they will find in auditions, and mimic the audition experience, giving a chance to start acting as a teacher and look for things they will eventually have to listen for.
CAS	Our program (chemistry) has recently begun implementing effective communication through an increased emphasis (with transparent assessment) on effective oral presentation of scientific findings and dissemination of research through poster presentations in a mock “scientific conference” setting. This also has a side effect of helping students develop stronger networking skills, which is essential for being a successful chemist.
CAS	The Department of Journalism and Public Communications tries to link classroom learning with community-engaged activities, and in this way makes the communication pieces students are producing serve a purpose in the community. For example, students in two key strategic communications classes have been working on mis- and disinformation related to public health for the last two years. Students in another strategic communications class worked with nonprofits to develop messaging that was used in these organizations’ social media and other efforts (such as writing newsletter articles). In journalism classes, we are also pushing for students to publish their work — podcasts, articles, etc.
CAS	The undergrad program involves a model for developing effective written communication and information literacy from 200-level introductory courses to the higher level courses.
CAS	We are developing a program resource center for our MS students to learn more about Professional Writing.
CAS	We have a regular communication to faculty/staff in CAS from the Dean (and the Dean's office). This is sent every Tuesday and is meant to be informative, regular and organized. (We only send one communication per week to cut down on emails!)
CBPP	CBPP students are required to take a Business Communication course - CIS A280. Students learn to create effective PowerPoint presentation, hone their oral presentation skills, and how to communicate in the business world, such as effective emails.
CBPP	For a graduate level policy class: Communication Skills: Using problem-based learning in teams. Giving them time to do the group work in class. Giving them some autonomy in structuring the roles and methods for the group work.
CBPP	In BA A461, Negotiation and Conflict Management we do 8 simulated negotiations. 6 one on one and 2 teams. I see so much growth in effective communication skills over the semester.
CBPP	MBA/MS GSCM programs both have a leadership component that incorporates effective communication. Presentations to give students that opportunity to practice delivering information to a professional audience is often included in classes.
CoEng	In our breakout room, we discussed how to convey to students who want to "just do the math" that they need to show their steps explicitly. My exams are mainly pencil-and-paper calculation tests. I put the following statement on the front page of each exam: *** SHOW ALL WORK FOR CREDIT *** Think of this test as a series of essay questions wherein you will demonstrate to me your procedure for solving each problem in detail. No matter how easy it is to punch into your calculator, I still expect to see all your calculations written out.

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COH	BSW program and MSW program have held listening sessions, and we hold end of year student focus groups. Effective communication is part of the BSW and MSW competency of demonstrating ethical and professional behavior, so it is assessed across most required courses.
COH	DN A312 Nutrition Communication and Counseling: Mock Nutrition Counseling Session, via Zoom in synchronous course. Students have the opportunity to practice communication skills. Students play the role of counselor and client
COH	Example of effective communication assignment in health sciences: https://docs.google.com/document/d/1fxUC18EpsNJ4EkmCAWF0mxcxx6yanaxW/edit?usp=sharing&ouid=114168631146737275214&rtpof=true&sd=true
COH	For Medical Assisting - Evaluation of Competency all require introductions, explanation of what is to occur, asking for patient understanding and permission to proceed. Students model being patient and MA throughout the semester
COH	In Human Services, we have expanded the use of E-portfolio, which provide students the flexibility to be creative as they describe their proficiency in the core competencies. Their e-portfolios also provide faculty with an understanding on the effectiveness of their courses, course content and teaching effectiveness.
COH	In Justice, many of our courses require in-class presentations (now on Zoom or Voice Thread) or written assignments that reflect what might be needed in the professional world, such as analytic memos or project presentations.
COH	It's so wonderful to see so many different ways we enhance communication and learning! We use role play like Amy, and applying some of the TILT component, we put up criteria on chat that observers can focus on when they comment on their peers' mock consultation.
COH	Non-Violent Communication/Compassionate Communication March 14-27th *Objectives: Communicate effectively in a variety of contexts and formats. (required for Oral Communication, Written Communication, Humanities-Languages) *Activities: Reading assignment: Non-Violent Communication A Language of Life (ch 1 open access link provided); Watch Nonviolent Communication by Marshal Rosenberg: Animated Book Summary [open access]; Non-Violent Communication A Language of Life Chapters 1, 2, 3, 4, 6,14 [Library owns single user e-copy]; Review NVC reference materials for use and access during NVC Individual Practice; Optional viewing of self-select Marshal Rosenberg videos on Youtube [open access] *Assignments: NVC Individual practice (4 exercises 10 points each); NVC journal Appreciation & Gratitude (2 journal entries 5 points each)
COH	Position Paper on Cultural-Linguistic Issues and Ethics (EDSL A302) Students identify and analyze the impact of phonological differences related to dialect or second language acquisition on multiple aspects of an individual's life and discuss ethical issues in the provision of speech-language services.
COH	Student portfolios are really important in Dietetics & Nutrition with external accreditation requirements to have them archive evidence that demonstrates achievement of competencies that are required.
COH	TeamSteps QSEN competencies threaded across the SON curriculum https://qsen.org/teamsteps-resources/
COH	We have a variety of assignments in Legal Studies that promote effective communication. We try to model situations that attorneys and paralegals might encounter in actual practice. A large part of legal practice is learning how to communicate complicated legal concepts in a way the audience can understand. And the audience can vary. We require students to conduct a simulated intake interview with a lay client in the Senior Seminar. And in Trial, we have students participate in a simulated trial as if in front of a jury and argue a written motion in front of an actual judge. The expected manner and level of communication in all of these exercises varies according to the audience, which is something students need to learn.
CTC	[Writing Department—general education writing courses] One activity I've been experimenting with to help integrate reading and writing is the use of a social annotation tool. I invite students to annotate my assignment instructions, I annotate examples of what their assignment might look like, and they annotate readings that help explain the writing process. Modeling writing activities, designing peer feedback sessions, and making room for revision are other strategies. Other members are integrating narrative into assignments as a form of evidence and way of knowing, alongside evidence-based reporting.

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CTC	A bulk of our curriculum is asynchronous, on-line delivery. The communication plan I have drafted involves weekly recorded lectures with an accompanying assignments. Assignments are made up of questions to ensure the viewer identifies "key points / ideas" of the lectures. Quizzes and exams are utilized to ensure that demonstration of understanding is achieved within an allotted time.
CTC	In our CNT A162 class students have to document the steps for completing their labs so that someone else can replicate their results.
CTC	In the Department of Writing, we promote effective communication by asking students to compose writing projects that meet the needs of specific audiences. One of my favorite essays to assign is the multimodal argumentation project, in which students research a topic of interest to them, develop an arguable thesis about it, support that thesis with evidence, and design two texts to communicate a message related to their argument. Each texts must be targeted to a different audience. Students compose a short rhetorical analysis essay in which they evaluate their rhetorical choices in these texts – how they use evidence and logic, how they appeal to emotion, how they establish credibility and appeal to authority, and how they use other multimodal rhetorics (visual, aural).
CTC	Our group was diverse—occupational safety, math, English, writing, psychology—but we all seem to be making efforts to be explicit about the why, what, and how of effective communication. Math also distinguished between writing to learn and learning to write so that we give students opportunity with less judgment to experiment with writing as a way of trying on new knowledge.
CTC	Within the OSH program we promote effective communication via course assignments, internship courses, UAA ASSP Student Section membership, group assignments/presentations, & OSH A111.
Library	At the Information and Research Help Desk in the Library and during research consultations away from the research desk, library faculty engage in dialogue with students. Students learn how to convey their information need and how to engage with the questions that they are pursuing for assignments. This requires them to practice their communication skills. We also often explain why we are asking them so many questions about their project which is an example of transparency.
Library	For our course LS101: Introduction to Academic Library Research we have students communicate with each other about what they are learning all throughout the course. They also do an annotated bibliography for the final assignment where they reflect on the sources chosen and their quality. We also have them do a final reflection paper on what they have learned and how they have grown in their research skills, and provide their thoughts as though talking with a future student.
SOE	Advanced Licensure Program in the School of Education had major assessments with clear links to learning outcomes that include Purpose, Directions, and Rubrics aligned to professional standards.
SOE	As part of our CAEP Accreditation process of continuous improvement, all key assessments are written up in terms of purpose, alignment to various standards (Spec. Program accred., AK Cultural Standards, CAEP, Etc.). Each assignment goes through three peer reviewers, is revised accordingly, and then goes out to stakeholders for Validity, Reliability, and Fairness (VRF) studies and again revised accordingly. VRF reports are written documenting all of the above. Multiple instructors of key assessments have Interrater Reliability Training and IRR studies are also done and written up as reports that are shared with accreditor.