

# Annual Assessment Report

## Program Profile

	2013-2014	2014-2015
Majors (total, majors 1,2,3)	43	45
Minors	15	13
Concentrations		
Leadership	9	9*
Public Relations	21	19*
Journalism	5	11*‡
Digital Filmmaking	3	11*
Speech Communication (Broadcasting)	1	3‡
Full Time Faculty	3	3
Part Time Faculty	2	2

\*Many Communication students have more than one concentration.

‡The 2014-15 catalog begins a concentration that combines Journalism and Broadcasting into Media Journalism.

## Program Delivery (HLC 3A3)

Traditional on-campus \_\_\_\_\_x\_\_\_\_\_

Online Program \_\_\_\_\_

Evening Cohort \_\_\_\_\_

## Analysis:

At this time, Communication has excellent retention, persistence, and degree completion.

## Outside Accreditation:

Outside accreditation is not required for the Communication degree.

## Program Action Items

Action Item 1:	Design a sports communication course. <i>COM 200 Sport Communication is being offered Fall 2015.</i>
Action steps:	Research comparable sports communication courses; Collaborate with Anthony Lungstrum, athletic training professor. <i>Completed.</i>
Timeline	Submitted to the Curriculum Committee by 15 April 2015. <i>Completed.</i>
Faculty Responsible	Anthony Cavaiani
Evaluation	Curriculum Committee <i>approved.</i>

Action Item 2:	Boost digital film enrollment by 10%. <i>Enrollment in digital film tripled.</i>
Action steps:	Create talking points and marketing materials for Admissions reps to use in recruiting. <i>Created and given to admissions representatives</i>
Timeline	1 November 2014
Faculty Responsible	Anthony Weed
Evaluation	Materials in the hands of admissions representatives. <i>Materials were given to admissions representatives; however, due to turnover in Admissions, nothing has been done. We are in talks with Dan Dietrich about taking a new approach.</i>

### Program Objectives: (from most recent Assessment Plan)

- M1. Integrate theory into applied skills in a variety of communication settings.
- M2. Identify the impact and responsibilities associated with a variety of communication behaviors
- M3. Critically evaluate messages through analytical approaches.
- M4. Use knowledge and information from the communication discipline to effectively communicate a persuasive message.

### Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4
COM101	I	I	I	I
COM150	I	I	A	I
COM190	I	I	I	I
COM320	A	M	A	M
COM330	M	A	M	M
COM499	A	M	M	A

### Assessment of Program Objectives

Objective 1	Students must integrate theory into applied skills in a variety of communication settings
Methods	Final Exam in COM 320 Communication Theory. Senior Seminar final project.
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Final Exam in COM 320 Communication Theory: The exam consisted of multiple choice, short answer, and essay questions covering cultural context theories.

	<p>Senior Seminar Final Project:</p> <p>The final project is a group presentation reflecting on the semester and discussing each component of their projects throughout the semester.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	<p>Final Exam in COM 320:</p> <p>77% achieved 70%.</p> <p>9 students were assessed.</p> <p>Senior Seminar final project:</p> <p>100% of students achieved 70%</p> <p>8 Students were enrolled in Senior Seminar COM 499</p> <p>The COM faculty as a whole, the instructor, and peer reviews formed the final grade.</p>
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

Objective 2	Students will identify the impact and responsibilities associated with a variety of communication behaviors.
Methods	Case study with written response during portfolio assessment day. Final exam in COM 330 Communication Law.
Benchmark	<p>Freshman: 50% achieve 50%</p> <p>Sophomores: 60% achieve 60%</p> <p>Juniors: 70% achieve 70%</p> <p>Seniors: 80% achieve 80%</p>
Data Collected (course specific)	<p>Final exam in COM 330.</p> <p>Sophomores: 3</p> <p>Juniors: 4</p> <p>Seniors: 7</p> <p>Assessment Day Written Response: Students are presented with a case study in regards to the media industry and provide a written response</p> <p>Freshmen x 11</p> <p>Sophomores x 7</p> <p>Juniors x 6</p> <p>Seniors x 11</p>

Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	<p>Final exam in COM 330.</p> <p>The exam consisted of multiple choice and essay questions covering freedom of the press and obscenity.</p> <p>100% of sophomores achieved 60%.</p> <p>100% of juniors achieved 70%</p> <p>71% of seniors achieved 80%</p> <p>Assessment Day Written Response Results:</p> <p>Freshman: 100% over 50%</p> <p>Sophomores: 81.8% over 60%</p> <p>Juniors: 50% over 70%</p> <p>Seniors: 81.8% over 80%</p>
Proposed changes to the assessment process	<p>Key terms should be highlighted throughout the unit to boost understanding for final exam concepts in COM 330.</p> <p>Case study questions should better reflect what is assessed in the rubric.</p>
Budget needs related to the objective?	None.

Objective3	Students will critically evaluate messages through analytical approaches.
Methods	<p>Case study with written response during portfolio assessment day.</p> <p>COM 320 final paper.</p> <p>COM 150 final exam.</p>
Benchmark	<p>Freshman: 50% achieve 50%</p> <p>Sophomores: 60% achieve 60%</p> <p>Juniors: 70% achieve 70%</p> <p>Seniors: 80% achieve 80%</p>
Data Collected (course specific)	<p>Final paper COM 320: apply communication theory to a communication artifact or relationship.</p> <p>Final exam in COM 150 is short answer questions over basic production techniques and analyses of visual and auditory media artifacts.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Assessment Day Written Response: Students are presented with a visual message to study in regards to the media industry and provide a written response</p> <p>Freshmen x 11</p> <p>Sophomores x 7</p>

	<p>Juniors x 6 Seniors x 11</p> <p>COM 320 final paper. No freshmen were enrolled. Sophomore x 1 Juniors x 5 Seniors 3 3</p> <p>Final exam in COM 150. Freshmen x 8 Sophomores x 4 Juniors x 1 Seniors x 4</p>
Results/Outcomes	<p>Assessment Day Written Response Results: Freshman: 90% over 50% Sophomores: 63.6% over 60% Juniors: 66% over 70% Seniors: 63% over 80%</p> <p>COM 320 final paper. No freshmen were enrolled. 100% sophomores achieved 60% 80% juniors achieved 70% 66% seniors achieved 80%</p> <p>Final exam in COM 150. 88% of freshmen achieved 50% 75% of sophomores achieved 60% 100% of juniors achieved 70% 75% seniors achieved 80%</p>
Proposed changes to the assessment process	<p>Case study questions should better reflect what is assessed in the rubric. Key terms should be highlighted throughout the unit to boost understanding for final exam concepts in COM 320 and COM 150.</p>
Budget needs related to the objective?	None.

Objective 4	Students will use knowledge and information from the communication discipline to effectively communicate a persuasive message.
Methods	Reviewer evaluations of portfolio reviews. Senior Seminar final project.

Benchmark	70% of students achieve 70%
Data Collected (course specific)	<p>Reviewer evaluations of portfolio reviews data is taken from the concentration scores given students for their presentations on Assessment Day.</p> <p>Senior Seminar Final Project: The final project is a group presentation reflecting on the semester and discussing each component of their projects throughout the semester.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>Reviewer evaluations of portfolio review data is collected on Assessment Day.</p> <p>Senior seminar final project data is collected during finals.</p>
Results/Outcomes	<p>Reviewer evaluations of portfolio reviews: 92% of students achieved 70%. 25 students were assessed.</p> <p>Senior Seminar Final Project: 100% of students achieved 70% 8 Students were enrolled in Senior Seminar COM 499 The COM faculty as a whole, the instructor, and peer reviews formed the final grade.</p>
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

### Media Journalism

Objective 1	Develop mass communicated messages with accuracy and precision
Methods	Final News Package in COM 373
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	<p>Final News Package in COM 373: Students write, produce, film a 30-minute news broadcast, operating as anchors, producers, and videographers.</p> <p>3 students were enrolled in COM 373</p>
Data Collected (Assessment Day,	There is no external component for this assignment.

external tests, Senior Achievement)	
Results/Outcomes	<b>100% of students achieved a 70%</b>
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

Objective 2	Apply information gathering techniques
Methods	Public Figure feature article COM 110 (Beginning Media Writing)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students conduct background research and interviews to write a feature article about a public figure at WWU. 21 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	71% of students achieved 70% or better.
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

### Digital Filmmaking

Objective 1	Create emotion through the use of lighting and camera techniques, and visual and audio imagery
Methods	Silent Film Project COM 232 (Digital Production II)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students produce a minimum 6-minute silent film project, conveying a narrative story without dialogue. No students were enrolled this year.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.

Results/Outcomes	No results because no students were enrolled.
Proposed changes to the assessment process	N/A this year.
Budget needs related to the objective?	None.

Objective 2	Apply aesthetic concepts of digital motion picture production to directing, editing and cinematography.
Methods	Final short film in COM 432 (Digital Production IV)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students create a 12-minute narrative film, including pre-production, production and post-production. Students present it to the class. 3 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	100% of students achieved 70% or better.
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

### Leadership

Objective 1	Demonstrate proficient analysis of leadership styles
Methods	Film/Consulting Project in COM 215 (Small Group Leadership)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students act as outside consultants by assessing the interactions of the jury in the film <i>12 Angry Men</i> . Students collect data, create charts and graphs, assess the data, and write a report outlining their findings. 20 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	90% of students achieved 70% or better.
Proposed changes	No changes need to be made.

to the assessment process	
Budget needs related to the objective?	None.

Objective 2	Explain major leadership theories as they apply to a variety of settings
Methods	Final Exam in COM 334 (Visionary Leadership)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	The final exam in COM 334 consisted of essay questions covering various leadership styles and deconstructing critical leadership.  5 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	60% of students achieved 70%.
Proposed changes to the assessment process	Proposed change: Assess progress of each unit more frequently, for instance, a once-a-week quiz to be sure students are retaining key concepts.
Budget needs related to the objective?	None.

### Public Relations

Objective 1	Identify the relationship between the media and the business world
Methods	PR Response Paper COM 190 (Intro to Mass Media)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students write a paper comparing and contrasting current successful and unsuccessful PR strategies and research alternative techniques evaluating each on best practices as studied in class.  21 students assessed
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment
Results/Outcomes	95% of students achieved a 70%
Proposed changes	No changes need to be made

to the assessment process	
Budget needs related to the objective?	None
Objective 2	Identify key strategies in developing and maintaining the public image of a business.
Methods	Buyer Persona Project in COM 337 (Interactive Web Communication)
Benchmark	70% of Students achieve 70%
Data Collected (course specific)	Students create buyer personas for each type of audience to be reached for their specific PR/journalism beat. 21 students were assessed.
Data Collected (Assessment Day, external tests, Senior Achievement)	There is no external component for this assignment.
Results/Outcomes	95% achieved 70% or better.
Proposed changes to the assessment process	No changes need to be made.
Budget needs related to the objective?	None.

### Analysis of Assessment:

- We have noticed the trend in the assessments of M2 and M3 show that freshmen and sophomores do better on the whole than juniors and seniors. We believe this is due to the freshness of the material in lower level courses and the upperclassmen's tendency to take the assessment less seriously. We will continue to work on the rubric and prompt.
- As is evidenced above, we use a combination of coursework and performance assessment activities to assess how well the program is doing. We use comprehensive and final projects that are meant to highlight what should be peak knowledge from students in a given course. Portfolio reviews during performance assessment days are designed to allow students to talk about and show their progress from year to year.
- There is concern that some of our assessment procedures gather information from a small data pool. We may need to adjust how some benchmarks are evaluated and find ways to continuously assess student outcomes throughout the semester when faced with a small data pool.

### Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

- As is evidenced above, we use a combination of coursework and performance assessment activities to assess how well the program is doing. We use comprehensive and final projects that are meant to highlight what should be peak knowledge from students in a given course. Portfolio reviews

during performance assessment days are designed to allow students to talk about and show their progress from year to year.

- During assessment day our students engage in several activities. These include: A presentation to the communication faculty, and outside communication professionals. Students are also presented with two case studies for which they provide a written response. We feel that this method of assessment has worked really well with our program and, with continuing adjustments, can be strengthened.

## Program Changes Based on Assessment:

- The new structures of concentrations and overall changes in the major have proved to be successful in raising enrollment and engagement of the students.
- We added a question to the portfolio review evaluation form to better assess M4.

## General Education Assessment:

- **Communication:** The communication program is, along with English composition, foundational to the communication general education courses.
- **Mathematics:** All communication concentrations require research and interpretation of data in news articles (COM 110), documentary scriptwriting (COM 332), leadership behavior and content analyses (COM 210), delineation of buyer personas (COM 337).
- **Critical Thinking:** Principles of logic are used in persuasive public speaking (COM 101), logic and persuasion (COM 220), and argument and debate (COM 209).
- **Meaning:** An analysis of texts is practiced in digital film courses (COM 132, 232, 332, 432), journalism and broadcast classes (COM 110, COM 335, COM 383), analyzing interpretive theory (COM 320) and production and mass media survey classes (COM 150, COM 190)
- **Ethical reasoning:** Ethics are taught in every class, from survey to senior capstone. In particular are the ethics of public speaking (COM 101), ethical reasoning (COM 220) and ethics in sexuality (COM 250).
- **Historical Perspective:** Intro to Mass Media (COM 190) looks at the history of media. Digital production classes (COM 132, 232, 332, 432) look at the history of film production and techniques.
- **Fine Arts:** The online and print components of journalism (COM 110, COM 337) emphasize the visual aesthetics of posting articles and blogs and magazine layout. Film and broadcasting work with framing, light balance, line, texture, shape, etc.
- **Natural Science:** Film and broadcasting courses discuss and analyze the use of light and sound. Small group leadership (COM 215) analyzes data collected in the film/consulting project.
- **Social Sciences:** Human relationships are at the heart of every communication concentration. For example, Gender Communication (COM 213), Visionary Leadership and Small Group Leadership (COM 334, COM 215), Interpersonal Communication (COM 203) and in Human Communication Theory (COM 320)
- **Diversity:** Communication concentrations explore a variety of traditions and values of a variety of cultures in Gender Communication (COM 213), Visionary Leadership and Small Group Leadership (COM 334, COM 215), Interpersonal Communication (COM 203), Beginning Media Writing (COM 215), Public Affairs Reporting (COM 335), etc.

## Program Activities:

### Student Performance Day Activities (Assessment Day):

- The first day of performance assessment is devoted to sophomore, junior, and senior students presenting their portfolios to a panel of faculty and outside reviewers. See attached packet.

- Their portfolios consist of artifacts showcasing the work they've done the past year and a discussion of how each of the 3-5 artifacts has challenged and strengthened them. They are required to dress as if for an interview.
- Freshmen and transfers are assigned 45-minute observation times so they can see how portfolio reviews should go.
- The scores from the panelists are tabulated and the comments compiled; this data is given back to the student in April.
- The second day of performance assessment tests the students' ability to apply concepts learned in communication courses to a case study and an ad. See attached prompts and rubric.
- The data and outcomes often reinforce what we already know about each student but also give us insight into how we might address their deficits.
- Changes: We need to evaluate our prompts for the written portion of assessment days in order to better meet the M2 and M3 rubrics.
- Successes include a high compliance rate, students improve with each portfolio presentation, and we get positive feedback from outside reviewers about the professionalism of our students and about the process itself, in addition to feedback from reviewers regarding possible employment opportunities for our students.

#### *Senior Achievement Day Presentations:*

Our senior capstone project presents during finals week and not on senior achievement days because it lasts two hours. The students choose an issue around which they produce a LEAD event, a community event, a print piece, and a video. The project is designed to draw on the whole of their communication courses. There is no program assessment associated with the capstone project. No changes will be made.

#### *Service Learning Activities:*

Service learning activities include the senior capstone class's community event and the radio broadcasting class, which engages with community (and the world with live streaming).

#### *Program Sponsored LEAD Events:*

Anthony Cavaiani hosted a LEAD event with Com 334: Bridging the gap between Greeks and Independents.

Tony hosted five LEAD events: *Oculus* and *National Lampoon's Christmas Vacation*, *Big Hero 6*, First Flight Film Festival, and the Senior Seminar Lead Event.

#### *Student Accomplishments:*

Lindsey Cornelius interned with Callaway Bank in Fall 2014

Kelly Suntrup interned with Cumulus Radio in Fall 2014

Alé Martinez interned with a wakeboard company in Spring 2015

Lindsey Cornelius interned with Missouri Department of Public Safety

Kelly Suntrup accepted an internship with a Fox News affiliate in St. Louis, MO

Paige Stewart worked on marketing materials for CASA and the United Way  
Kristen Bauer began an internship with Word Marketing in Columbia, MO

*Faculty Accomplishments:*

Anthony Cavaiani presented a paper, *Reconstructing the American City: Urban Spaces and Consumptive Rhetoric*, sponsored by the Urban Communication Foundation and the National Communication Association.

Anthony Cavaiani presented a paper, *Disciplined Spaces: Detroit's Public Memory of Sport*, sponsored by the Visual Communication Division of the National Communication Association.

*Alumni (Recent Graduates) Accomplishments (past year graduating class):*

Lincoln Purvis works for Callaway Bank as media producer.

Scott Barker accepted a job with the NAIA National Office in Kansas City, MO

Shay Jasper works for Lucky's Market in Columbia, Mo., as social media specialist.

Amy Gibson is admissions representative for WWU in Kansas City.

Alé Martinez works as a marketing assistant at Grand Del Mar hotel and resort in San Diego, CA

Paige Stewart works as a production assistant at Chimeric Studios in Columbia, MO

Lindsey Cornelius works for Word Marketing in Columbia, MO

## **Communication Arts Students**

### **Program Assessment Days/Portfolio Reviews**

**March 3 and 4, 2015**

#### **GENERAL SCHEDULE**

**ALL EVENTS ARE MANDATORY**

#### **Tuesday, March 3**

8:00 am to 5:00 pm      KAC 206      Portfolio Reviews

- Returning Communication Majors will give portfolio presentations in individual 15-minute sessions
- New/Transfer Communication Majors will observe portfolio presentations

#### **Wednesday, March 4**

1:00 pm to 3:00 pm      KAC 206      All Communication Majors

- Participate in a written assessment—bring a pen

# **Program Assessment Days/Portfolio Reviews**

**March 3, 2015—Day 1**

## **NEW COMMUNICATION MAJORS**

- **You are assigned a 45-minute block of time to observe** your peers as they present their portfolios
  - No preparation is necessary.
  - You will observe 3 to 4 presentations.
  - Watching your peers present will give you a good idea of what will be expected of you next year and will help you prepare.
- **Dress and act professionally**—this means business attire for men and women (no stiletto heels, no plunging necklines, no short skirts).
- **Please do not enter the room when the door is closed.** You should wait in the hall and a faculty member will let you know when to come in and where to sit.

### **Other Activities You May Attend:**

**Tuesday, March 3, 2015**

**12:00:00 PM** - Advice and a Slice - Join Career Services for a slice of pizza and some advice about job searching. Learn the ins and outs of searching for a job in this day and age.

**Burton 006**

Dittmer, Amy - **1 point(s)**

**Tuesday, March 3, 2015**

**3:00:00 PM** - Are YOU the Total Package? - Are YOU the total package that employers are looking for? Come and learn about your personal brand and how to market yourself to potential employers.

**Library Auditorium**

Dittmer, Amy - **1 point(s)**

**Wednesday, March 4, 2015**

**10:00:00 AM** - Dress for Success - Do you like to pin? Is Pinterest your favorite pastime? Come and join Career Services to learn all about how to dress for success with a little pinning twist.

**Library Auditorium**

Dittmer, Amy - **1 point(s)**

**Wednesday, March 4, 2015**

**2:00:00 PM** - OMG! (Oh My, Grad school!) - OMG! Are you prepared for applying for graduate schools? Come and learn some grad school enrollment prep, tips, and resources.

**Burton 100**

Dittmer, Amy - **1 point(s)**

## Assessment Rubric

### Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable	<input checked="" type="checkbox"/> Need to add a matrix for the concentration objectives.
Assessment Measures	<input checked="" type="checkbox"/> Multiple measures are used to assess student learning outcomes. <input checked="" type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input checked="" type="checkbox"/> Diverse measures for assessment are used.
Assessment Results	<input checked="" type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input checked="" type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input checked="" type="checkbox"/> Modification to the assessment is proposed, what about any changes to curriculum?

	<p>prior actions to improve student learning.</p> <p><input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.</p>	<p>gaps in student learning are recognized.</p>			
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
<b>Faculty Analysis and Conclusions</b>	<p><input checked="" type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</p> <p><input type="checkbox"/> Includes input from adjunct faculty.</p> <p><input type="checkbox"/> Includes input from outside consultant.</p>	<p><input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results.</p> <p><input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.</p>	<p><input type="checkbox"/> Some program faculty receive annual assessment results</p> <p><input type="checkbox"/> Faculty input about results is sought</p>	<p><input type="checkbox"/> Faculty input is not sought.</p> <p><input type="checkbox"/> Conclusions about student learning are not identified.</p> <p><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</p>	<p><input type="checkbox"/> Use a variety of courses that incorporates several faculty.</p>
<b>Actions to</b>	<input type="checkbox"/> A	<input type="checkbox"/> Description of	<input type="checkbox"/> Adjustments to	<input type="checkbox"/> No actions	<input type="checkbox"/> No

<b>Improve Learning and Assessment</b>	<p>comprehensive understanding of the program's assessment plan and suggestions for improvement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data.</li> <li><input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning.</li> </ul>	<p>the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action</li> <li><input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment.</li> </ul>	<p>the assessment plan are proposed but not clearly connected to data</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.</li> </ul>	<p>are taken to improve student learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actions discussed are not connected to data results or analysis.</li> <li><input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.</li> </ul>	<p>adjustments to curriculum are suggested.</p>
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#### Additional Comments:

Several objectives stated that the case study should better reflect what is assessed in the rubric, who is responsible for modifying the case study and by when will it be completed? The gaps in meeting the benchmark are discussed with changing the prompt? If it is the juniors and seniors missing the benchmark and the discussion focusing on the fact that juniors and seniors have not covered the material since their freshman year, would it be more appropriate to incorporate more case studies in upper level courses?