Student Outcomes Assessment and Success Report AY2019-20 Grad Program *Consult with your college dean's office regarding due date and how to submit.*
Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

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Part 1a: Summary of Student Learning Outcomes Assessment

a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?	c. What were your expectations for student performance?	d. What were the actual data/results?	e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? *Can expand on this in Part 2.*
1. Learning Outcome Four:Demonstrate self-efficacy and ability to improve communication skills. The Graduate Student Learning goals this aligns with are G1. Demonstrate professional communication proficiencies. G2. Engage in and meaningfully contribute to diverse and complex communities	Blackboard sites were reviewed including assignment guides, syllabi, feedback, and samples of every third students final projects. When available midterm and final exams were also reviewed in the same manner. Assessment took place in Fall sections of Com 614. Given COVID as well as work being done on a full department self study additional courses were not assessed in the spring.	Expectations were that students would be deepening their skills in the examination and creation of messages to meet the needs of their own interpersonal communication goals as well as being able to communicate with diverse audiences.	Students in 614 course were found to be achieving the practice level for this objective. The course provided multiple means of identifying values and cultural background that play a vital role in health communication. In one assignment 4 of the 6 students clearly demonstrated their ability to select a specific health concern and identify the cultural barriers and needs specific populations would experience. This class also practiced completing health interviews as a means of learning how to discuss and ask questions about health issues.	As this is the first time we have assessed this outcome this data will serve as the benchmark.

Note: *If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.*

Helpful Hints for Completing this Table
  a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.

b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.

c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)

d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use Blue Reports to generate the following information (as well as any other information helpful to you):

1) Cohort Sizes

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
6	8	7	8	7

2) Year-to-Year Retention
   N/A

3) 5-Year Graduation Rate
   N/A

What worked well in supporting student success this year?
- New student orientation for graduate students
- A Graduate student handbook was created and given to students
- The department provided memberships for graduate students to the National Communication Association (NCA) which allows students to access NCA sponsored journal content, the ability to submit work to and/or attend the national convention (should students wish to pay for their own registration and travel), access to the NCA career center and substantial database of information regarding the discipline, PhD programs, and networking opportunities.

What are the most significant opportunities for improvement upon which to focus in the coming year?
- Continue to development of the culminating project tracking
- Advising consistency and assessment. We how have a new leadership structure including a new person overseeing advising prior to committee chair people being selected. Working with the chair of the committee as well as the chair of the department we now have layers of checking to ensure students are getting what they need.
- We are developing the ability to offer a fully online graduate program to meet the needs of students who are working full time while also seeking their degree.
- We are working to create Vita development training which will help students learn how to create a Vita vs. Resume and also assist the department in tracking student professional work, conference participation etc.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:
1) **the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness** (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)
2) **findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
3) **what your assessment plan will focus on in the coming year**
4) **how this information will be shared with other stakeholders**

Looking across the data collected this year it is clear that multiple opportunities for enhancing student success, career readiness, and experiential learning are now starting to provided a clearer picture of how we can continue to improve. The majority of students within the department continue to be actively involved and gaining first-hand experiences in the areas of career readiness and experiential learning. As mentioned above given that previous data has been significantly lacking it is difficult to track levels of improvement.

Based on the finding the last two years the greatest area of improvement needed remains the ability to offer courses that are broad enough to reach the needs of each of the individuals in the small classes. Additionally the ability to help develop the skills and self management of time while working on their capstone projects. Students have been shown to need a lot of direct instructions / structure and it should be the goal of the department to help these students develop skills early on to "fly on their own".

The assessment plan for the 2020- 2021 academic school year includes assessing objectives 5 and 6 for all grad classes that apply.

As in years past reports from each level of assessment findings are provided to the chair as well as the various committees impacted by the results.

Thank you so much for sharing your assessment process and findings for AY 2019-20 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: M.A. Communication	Overall Rating: Mature (2.50/3.00)
Strengths	Recommendations
- Learning outcome is clear, specific, and measurable (though self-efficacy was no measured). - Multiple measures are used to provide the data on student learning and create a more comprehensive picture of student progress. - Rubrics are used to evaluate student learning, providing consistency and a feedback loop for students and faculty. - Clear information is provided about the assessment process, future plans, identified areas for student growth, and faculty involvement in assessment. - Assessment reports are shared with faculty and stakeholders.	- I noted that the language of your outcome indicates change over time – "the ability to improve communication skills." Are you hoping to assess this improvement over time? If so, using developmental activities, providing and tracking formative feedback and results, and comparing to summative results would be a really straightforward way to do this within the current curriculum where you are already taking data from multiple sources. You would use the same rubric, too. - Consider whether you would add a measure of self-efficacy. There are many standard measures available. - Be clear in reporting student scores in the rubric so it can serve as a benchmark as intended. Specifically, report the number of students scoring at each rubric level, on average. This will help you see how many exceeded or met, and how many were close or far off. - You noted that an important goal for students is that they begin to "fly on their own" as graduate students. Note some of the strategies faculty would like to implement to support this goal.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.	Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals. Outcomes are consistent across modes of delivery (if applicable). At least one outcome is assessed this cycle, and rationale is provided for why it was selected for assessment.	Learning outcomes are identified and alignment with courses is demonstrated. Outcomes are consistent across modes of delivery (if applicable). At least one outcomes is assessed this cycle.	No *(program)* learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).
Performance Goals & Measures	Performance goals are clear and appropriate, and rationale is provided for why these were selected. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings. Licensure exams and high-impact practices are reflected in measures (if applicable).	Performance goals are clear and appropriate. Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.	Performance goals are identified with little rationale or clarity. Identified measures are poorly suited to performance goals, *(in one case – see recommendations)* underdeveloped, or are solely indirect measures.	No goals for student performance of learning outcomes are identified, and/or no measures are provided.

Analysis & Results	Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data. Data is collected and analyzed with clear rationale and description. Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.	Data collection process is clear and designed to produce valid/trustworthy results. Data is collected and analyzed with clear rationale and description. Results are provided with some discussion of analysis.	Description of data collection is unclear as to process and quality. Some data is collected and analyzed with little rationale or description. Some results are provided with no discussion of analysis.	No information is provided about the data collection process, and/or no data is being collected. No results are provided
Sharing & Use of Results for Continuous Improvement	A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.	A plan for sharing information broadly across program faculty is detailed and enacted. Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans. Reflection is offered about results or plans moving forward.	Information is provided about sharing results, but sharing is limited in scope or content. Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results. Little reflection is offered about results or plans moving forward.	No information is provided about sharing results and/or plans for improvement or change based on results. No evidence of reflection on results in provided.
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**

Please see reviewer notes for more details.