Communication ALL

📋 Program-5

Annual Assessment Plan

1

2 **Core PLO #1A - Media platforms (ULO 2)**

Students will explain how various media platforms work, how they produce meanings, how they are organized, and how to use them wisely and effectively

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Senior Survey items: 3.6 media literacy, 3.5 relational competencies, 4.3 presentational competencies, 4.4 ethical standards	90 percent of respondents will rate 3.0 or 4.0 on each item	Collected annually; analyzed every 3 years
COMM 341 -- Communication Theory midterm and final exams	75 percent of students will earn a B or above on each exam	Every 3 years

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> Our senior survey currently does not disaggregate by major. Among all communication graduates:
>
> - 15/15 (100%) rated media literacy 3 or 4
> - 14/15 (93%) rated relational competence 3 or 4
> - 12/15 (75%) rated presentational competence 3 or 4
> - 14/15 (93%) rated ethical standards 3 or 4
>
> 29/36 (81%) of students met the objective on the COMM 341 exams

5 **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Overall, students met the performance objectives.
>
> The low score on presentation skills was surprising, given that students do many presentations across our curriculum. However, there may be a difference between competence and confidence. Also, this underscores the need for a faculty member in rhetoric who could devote some time to addressing these particular skills.

6 **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> **Last year:** Not assessed this cycle.
>
> **Loop:** N/A

3 **Core PLO #1B - Healthy relationships (ULO 2)**
Students will explain how to form and maintain healthy relationships with diverse others

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COMM 341 -- Communication Theory midterm and final exams	75 percent of students will earn a B or above on each exam	Every 3 years
COMM 341 -- Communication Theory "Theory paper"	75 percent of students will earn a B or above on the assignment	

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

29/36 (81%) of students met the objective on the COMM 341 exams

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Students met performance objectives, so no adjustments are needed.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> **Last year:** Not assessed this cycle.
>
> **Loop:** N/A

4 **Core PLO #1C - Construct discourse (ULO 2)**
Students will construct discourse intended to inform, persuade, and entertain

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COMM 341 -- Communication Theory interpersonal application paper (title in Canvas is Theory Paper)	75 percent of students will earn a B or above on the assignment	Every 3 years

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

29/36 (81%) of students met the objective on the COMM 341 exams

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Students met performance objectives, so no adjustments are needed.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Last year: Not assessed this cycle.

Loop: N/A

5   **Core PLO #1D - Ethical communication (ULO 2)**
   Students will articulate ethical communication principles and practices

Outcome(s)

1   Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2   Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3   **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COMM 493 -- Christian Faith Essay	75 percent of students will earn a B or above on the assignment	Every 3 years

4   **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

11/13 (85%) of students met the target on the Christian Faith Essay

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Students met performance objectives, so no adjustments are needed.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> **Last year:** Not assessed this cycle.
>
> **Loop:** N/A

6 **Core PLO #2 - Research (ULO 4)**

Students will explain research methods in communication, find and use information sources to support an original argument, and the conduct research using an accepted communication research method

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COMM 341 -- Analysis Paper	75 percent of students will earn a B or higher	Every 3 years
COMM 493 -- Capstone Research Paper	75 percent of students will earn a B or higher	Every 3 years
Senior survey items 3.1 academic skills and 3.2 developing critical, evaluative, and analytical skill	90 percent of respondents will rate 3.0 or 4.0 on each item	Collected Annually

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

12/12 (100%) of students met the objective on the COMM 341 Analysis Paper

33/34 (100%) of students met the objective on the COMM 493 research paper

Our senior survey currently does not disaggregate by major. Among all communication graduates:

- 15/15 (100%) rated academic skill 3 or 4
- 14/15 (93%) rated analytical skill 3 or 4

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Students met performance objectives, so no adjustments are needed.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> **Last year:** Data collection from COMM 341 was reviewed because the results seemed out of line with other measures; however, AEFIS does appear to be collecting this data correctly, so future review may be required. Overall, however, the data suggests that students are meeting this Program Level Objective very effectively and no changes are needed to instruction.
>
> **Loop:** COMM 341 data for the communication major appears to be collecting correctly now.

7 **Core PLO #3A - Communicate effectively (ULO 4)**
Students will communicate effectively, ethically, and appropriately through writing, interaction, and speaking in public, interpersonal, and group contexts

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline

Measures	Targets	Timeline
COMM 105 -- Student Assessments	60 percent of students will respond with "Agree" or "Strongly Agree" when asked to assess whether the course helped them to accomplish each of the stated course objectives	Every 3 years
COMM 105 -- Informative Speech Assignment	TBD	TBD
COMM 493 -- Capstone Research Project	75 percent of students in each major will earn a B or above on both the research presentation and research report	Every 3 years
Senior Survey item 4.3 presenting ideas and information	90 percent of respondents will rate 3.0 or 4.0 on each item	Collected annually, analyzed every 3 years

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> IDEA data not available.
>
> 33/34 (97%) of data measurements achieved the capstone research objective.
>
> Our senior survey currently does not disaggregate by major. Among all communication graduates:
>
> - 12/15 (75%) rated presentational competence 3 or 4

⑤ **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

The low score on presentation skills was surprising, given that students do many presentations across our curriculum. However, there may be a difference between competence and confidence. Also, this underscores the need for a faculty member in rhetoric who could devote some time to addressing these particular skills.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Last year: May need to adjust measure for COMM 105 IDEA data; may also need to review assessment rotation schedule, as this objective appears to have been slated for last year's review.

Loop: The IDEA data does not appear to be particularly helpful, and it's difficult to collect, so it may need to be removed. The rotation schedule has been reviewed, but it may need to be updated when the new broadcasting and journalism program enters the assessment cycle.

8 **Core PLO #3B - One area (ULO 4)**
Students will display proficiency in one area of communication sufficient to pursue a career and/or continue education at the graduate level

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Data from the career center on job placement and graduate school entry	75% of Communication department graduates will obtain employment, or be accepted/attend grad school 6-9 months post-graduation; 60% of graduates will work specifically in a communication-related position	Annually
COMM 107 -- Student portfolios	75% of Communication department majors in COMM 107 will earn a B on the work sample section of the professional portfolio	Every 3 years
COMM 493 -- Student portfolios	80% of student portfolio work sample sections will earn a score of at least 3 out of 4 on assessment rubric (*See major specific assessment grids)	One to two programs will be evaluated annually on a rotating basis so that all will be evaluated within three years
Senior Survey items 3.3 vocational competence, 4.1 vocational knowledge and skills, 4.2 preparation for further education	90 percent of respondents will rate 3.0 or 4.0 on each item	Collected annually
Internship/Practicum Performance Evaluation	TBD	TBD

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> 100% of 2021 graduates met the employment targets
>
> 7/8 students (88%) met the target for student portfolios in COMM 107
>
> 11/13 students (85%) met the target for student portfolios in COMM 493
>
> Our senior survey currently does not disaggregate by major. Among all communication graduates:
>
> - 13/15 (87%) rated vocational competence 3 or 4
> - 14/15 (93%) rated vocational knowledge 3 or 4
> - 13/15 (87%) rated preparation for further education 3 or 4

5 **Action Plans -** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> Student performance met targets. No adjustments needed.

6 **Closing the Loop -** If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> **Last year:** Again, considering the challenges of the past year, faculty were very pleased with the outcomes.
>
> **Loop:** N/A

9 **Core PLO #4 - Employment (ULO 5)**

Articulate an awareness of options for employment in a communication-related field

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COMM 107 -- Career reflection	90% of students will earn a B or higher on career reflection papers (content sections)	Every 3 years
COMM 493 -- Interview report	90% of students will earn a B or higher on content and personal reflection sections	Every 3 years
Internship Reflection Paper	TBD	TBD

4

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

> COMM 107 data not collected
>
> 13/13 (100%) of students met the target for COMM 493 interview reports

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
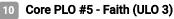
> AEFIS assignment linkage for the career reflection will need to be corrected. Other data suggests students are meeting targets.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> **Last year:** Not assessed this cycle.
>
> **Loop:** N/A

10 **Core PLO #5 - Faith (ULO 3)**

Articulate how faith connects to the discipline and students' area of specialization in Communication

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

② Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

③ **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
Communication and Faith assignment	90% of students in each major will earn a B or higher on the content sections of the essay	Every 3 years
Senior survey items 3.4 faith integration and 4.4 developing values and ethical standards	90 percent of respondents will rate 3.0 or 4.0 on each item	Annually
Internship Reflection Paper	TBD	TBD

④ **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

9/13 students (69%) met the target for the Communication and Faith essay. However, data seems to be in conflict with PLO 1D, which should be reporting the same data, but isn't (11/13, 85%).

Our senior survey currently does not disaggregate by major. Among all communication graduates:

- 13/15 (87%) rated faith integration 3 or 4
- 14/15 (93%) rated developing values 3 or 4

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

> While the data suggest that student performance did not meet the objective for the communication and faith assignment, this reflects the fact that three students did not complete the assignment at all. If those students' grades are removed, the target would be met. No further action is suggested at this time.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> **Last year:** Not assessed this cycle.
>
> **Loop:** N/A

11 **COMM PLO #1 - Applied coursework (ULO 4)**
Communication majors will develop a coherent and cohesive skill set out of applied coursework in communication

Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

3 **Please Enter The Following Information Below:**

Measures - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Timeline - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
COMM 493 -- Student Portfolios	80% of students will earn at least a 3 out of 4 on assessment rubric	Every 3 years

4 **Results -** Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. *Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

11/13 students (85%) met the target for portfolios

5 **Action Plans** - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Students met performance objectives, so no adjustments are needed.

6 **Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

> **Last year:** Not assessed this cycle.
>
> **Loop:** N/A

(2) Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

> Student performance in the communication major overall is very gratifying, given the current faculty situation, in which there is no full-time faculty member serving this major. We will continue to advocate for a replacement hire in rhetoric to support the communication major.

Assessment Rubric

(1)

Process

	1	2	3	4
	○	○	○	○
Is the plan being implemented faithfully and revised as needed?	Assessment plan is not implemented.	Most aspects of plan are being implemented or all aspects are implemented to some degree.	Assessment plan is fully implemented.	Plan is faithfully executed and modified/evaluated as needed.

(2) Explanations:

(3)

Engagement

	1	2	3	4
	○	○	○	○
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	Limited involvement beyond chair/director	All educators contributing to the curriculum are aware of process and results	All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.

4 Explanations:

5

Program Learning Objectives

	1	2	3	4

	1	2	3	4
Are the program learning objectives clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning for that major/program?	○ PLOs are problematic (vague, abstract, not aligned with ULOs/GLOs) or missing.	○ PLOs are clear, mostly measurable, partially aligned with ULOs/GLOs.	○ PLOs are clear, measureable, aligned with ULOs/GLOs, and represent a summary of the knowledge, skills, beliefs, and values that a graduate of this major/program should attain by completing the required curriculum, accounting for variations in learning outcomes due to tracks/concentrations	○ PLOs are clear, measurable, aligned with ULOs/GLOs, and representative of the range of learning students achieve through completion of the program. The learning objectives provide a comprehensive view of the knowledge, skills, beliefs, and values that are important for a graduate of this major/program and account for variations in learning outcomes due to tracks/concentrations.

6 Explanations:

7

Measures

	1	2	3	4

	1	2	3	4
Are the instruments used to assess learning relevant to the objective? Do measures yield information/data you can use to drive improvement?	○ Not all objectives have a measure identified. OR Measures do not directly connect to the objectives.	○ All objectives have at least one direct measure. Measures connect to learning objectives superficially or tangentially and/or include learning other than stated objectives. Relies almost exclusively on the same form of assessment (survey, exam, project). Relies almost exclusively on data from a single source (course, program, activity).	○ All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. And two of the following four criteria: Objective measures more than one point in time (formative). Indirect measure are used strategically. Plan Incorporates different forms of assessment (survey, exam, project). Plan incorporates from a variety of sources (course, program, activity).	○ Measures meet all of the following criteria: All objectives have at least one direct measure. Some objectives have multiple measures. Measures clearly connect to learning objectives. Objectives measured more than one point in time (formative). Indirect measures are used strategically. Plan incorporates different forms of assessment (survey, exam, project). Plan incorporates data from a variety of sources (course, program, activity).

8 Explanations:

9

Targets

	1	2	3	4

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	Some targets are missing.	Targets are arbitrarily chosen or reflect minimal expectations.	Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

10 Explanations:

11

Timeline

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	Not identified clearly for all measures.	Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

12 Explanations:

13

Action Plan

	1	2	3	4
	○	○	○	○
Is the department effectively examining and using assessment data to revise curriculum and pedagogy to support student learning?	Assessment data not collected/analyzed/used for decisions and/or results not documented in AEFIS.	Data collected, documented and discussed by department. Department reviewed confidence in measures and data as sufficient indicators of student performance. If data indicated changes were needed, action plans were developed in consultation with dean (e.g. improving outcomes, measures, targets, curriculum or pedagogy).	Data collected, documented and discussed by department. Department and dean confirmed confidence in measures and data as sufficient indicators of student performance. Action plans (e.g. improving outcomes, measures, targets, curriculum or pedagogy) developed in consultation with dean. If prior year data warranted action plans, the department implemented the changes.	Department collected and discussed follow-up data after the implementation of action plans in order to determine whether changes resulted in improvement or whether additional action is necessary. Data confirms effective curriculum and pedagogy for learning outcomes. Score of 4 should be assigned only if objectives, measures, targets and timeline all score a 4.

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Explanations:

15

Dissemination

	1	2	3	4

	1	2	3	4
Is the department communicating learning objectives, results and improvements related to student learning to a wide audience?	○ No record of assessment results and changes made as a result of assessment findings.	○ The department/program retains records of assessment results and positive changes made as a result of assessment findings, and results are entered in assessment software system.	○ The department/program retains records of assessment results and changes made as a result of assessment findings, results are entered in assessment software system, and assessment results and improvements are publicly posted.	○ The department/program retains records of assessment results and changes made as a result of assessment findings, and results are entered in assessment software system. Assessment results and improvements are publicly posted and shared proactively with faculty, prospective students, employers and alumni in ways that facilitate their discussion.

16 Explanations:

Additional Feedback

1 Please enter any additional feedback for changes that should be made:

CLOSE AND EXIT