

Degree Program Student Learning Report (rev. 7/14)

Fall 2014 – Spring 2015

The Department of Communications in the School of Liberal Arts

Communications, B.A.

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly state the school, department and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The Department of Communications supports the mission of RSU and the School of Liberal Arts by fostering the skills of critical thinking, writing, research, and oral communication among our students.	The overall mission is to develop in students the general and specific knowledge and skills to function as effective citizen-leaders and to serve in a variety of careers associated with the discipline of communications.

- B. Clearly state school purposes, department purposes and degree program student learning outcomes. Align student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.	Our department will provide a BA degree with a strong focus on oral and written communication, critical thinking and creativity, as well as extra-curricular activities, internships and scholarly activities.	Students completing a Bachelor of Arts degree in Communications will demonstrate proficiency in their written and oral communication skills, as well as the ability to think creatively and critically.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people.	Foster the values of scholarship, creativity, appreciation of diversity, and community service.	
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	This will be accomplished via quality general education classes, co and extra-curricular activities, and professional internship and scholarly activities.	Graduates will demonstrate proficiency in communication principles.
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School will foster a community of scholars among the faculty and students of the institution.	Through a concerted effort of engaging students in teacher/mentor scholarship, students experience scholarship both inside and outside the classroom.	Graduating seniors will report that they are prepared to enter and perform satisfactorily in entry-level communication positions.
To provide university-wide student services, activities and resources that complement academic programs.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School will offer and promote art, cultural, and public affairs events on the campus and in the region.	Our department will sponsor cultural events for our students, area high school students, and the community via the RSU Theatre Program and RSU Radio.	Students will indicate they are satisfied with the instruction they have received in this program.

**PART 2**

**Discussion of Instructional Changes Resulting from 2013-2014 Degree Program Student Learning Report**

List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
CS 3113R, Multimedia Development will be part of our core for the first time beginning in 2015-16 (awaiting final approval by OSHRE).	Y	Final approval was granted by the Regents. The Applied Technology budget will gradually be affected by the increase in students. However, we contributed staffing by recruiting a qualified NTC instructor to offer a blended version of the course during fall semesters.
Instructors will teach Advanced Broadcast Practicum students how to organize and edit video stored on flash memory cards.	Y	This is a substantial improvement in student learning and the quality of the product. Students were able to transfer their video from their cameras to the Mac editing software in minutes or seconds, as opposed to the twenty to sixty minutes to capture video from mini-DV tapes. Students could then

		<p>edit in a modern workflow they will encounter on the job.</p> <p>The quality of the video was higher because the video is high-definition, which, again, is an expectation today. Students are more prepared for modern jobs and have a better understanding of digital file types and how to work with them. With tape we could only download 1 tape at a time because we only had that 1 machine, so if person #2 got back later than person #1, they had to sit and wait until person #1 was done or get another camera (if it wasn't being used) and use it temporarily to download their project.</p> <p>The memory cards also hold 3-4 if not more memory than a DVHS tape that only can hold 60 minutes total.</p>
<p>A new one hour major-elective course, COMM 1011, will be taught in spring 2015.</p>	<p>Y</p>	<p>The course provides training on TV studio equipment, including the switcher, teleprompter, and studio lighting. Several of our recent graduates are working in television news, where this type of training is invaluable.</p>
<p>Consider adopting a course in gender and technology as a major elective.</p>	<p>Y</p>	<p>The course was added in time for the 2015-16 RSU Bulletin and will be offered in Spring 2016.</p>

**PART 3**

**Discussion About the University Assessment Committee's 2013-2014 Peer Review Report**

The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state "No changes were recommended."

<p><b>Feedback and Recommended Changes from the University Assessment Committee</b></p>	<p><b>Suggestions Implemented (Y/N)</b></p>	<p><b>Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented</b></p>
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No changes were recommended.		

**PART 4**

**Analysis of Evidence of Student Learning Outcomes**

For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. N	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																																								
1. Students completing a Bachelor of Arts degree in Comm. will demonstrate proficiency in their written and oral communication skills, as well	1a. Student learning in written communication will be measured by assessing all students' performance in their research paper in	1a. 75% of students will demonstrate written skills and critical thinking, by achieving a score of 70% or higher in their major research	All participating students' final research papers were counted.	21	87% of the students met and exceeded the 70% threshold.	Although performance fell below last year's rate, students still performed to a high level on this key assignment.	Y																																								
					<table border="1"> <thead> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>7</td> <td>2</td> <td>19</td> <td>10</td> </tr> <tr> <td>B</td> <td>3</td> <td>3</td> <td>0</td> <td>5</td> </tr> <tr> <td>C</td> <td>4</td> <td>13</td> <td>1</td> <td>4</td> </tr> <tr> <td>D</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>F</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>14</td> <td>18</td> <td>20</td> <td>21</td> </tr> <tr> <td>Succ</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>90%</td> </tr> </tbody> </table>				11-12	12-13	13-14	14-15	A	7	2	19	10	B	3	3	0	5	C	4	13	1	4	D	0	0	0	2	F	0	0	0	0	Total	14	18	20	21	Succ	100%	100%	100%	90%
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as the ability to think creatively and critically.	COMM 4163 in Global Comm.	paper.			46 96% of the students met or exceeded the 70% threshold.	Student again exceeded the performance standard by a large proportion. Although five students did not complete the class, the 23 who did performed at a high level overall.	Y																																								
	1b. Oral communication will be measured by assessing all students' major debate presentation in COMM 3253 Argumentation & Persuasion.	1b. 75% of students will demonstrate oral skills by achieving a score of 70% or higher on their major oral presentation in COMM 3253 Argumentation & Persuasion.	All participating students' two debate scores in COMM 3253 were counted.		<table border="1" data-bbox="917 976 1193 1449"> <tr> <td></td> <td><b>11-12</b></td> <td><b>12-13</b></td> <td><b>13-14</b></td> <td><b>14-15</b></td> </tr> <tr> <td>A</td> <td>0</td> <td>8</td> <td>6</td> <td>14</td> </tr> <tr> <td>B</td> <td>10</td> <td>30</td> <td>14</td> <td>17</td> </tr> <tr> <td>C</td> <td>8</td> <td>4</td> <td>15</td> <td>13</td> </tr> <tr> <td>D</td> <td>3</td> <td>0</td> <td>3</td> <td>0</td> </tr> <tr> <td>F</td> <td>0</td> <td>0</td> <td>2</td> <td>2</td> </tr> <tr> <td>Total</td> <td>21</td> <td>42</td> <td>40</td> <td>46</td> </tr> <tr> <td>Succ</td> <td>86%</td> <td>100%</td> <td>88%</td> <td>96%</td> </tr> </table>		<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	A	0	8	6	14	B	10	30	14	17	C	8	4	15	13	D	3	0	3	0	F	0	0	2	2	Total	21	42	40	46	Succ	86%	100%	88%	96%		
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Total	21	42	40	46																																											
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	1c. Creative and critical thinking will be measured by assessing all students' capstone projects in COMM 4913 Senior Capstone.	1c. 75% of students will demonstrate critical thinking and oral communication skills by achieving a score of 70% or higher on their capstone projects in COMM 4913 Senior Capstone.	All participating students' capstone projects presentations scores in COMM 4913 were counted. The oral presentations were reviewed by the entire department faculty.	20	100% scored a "C" or higher on their capstone projects.	The high rate of success is attributable to a high level of coaching at different checkpoints. The instructor gave out the syllabus in November, allowing students to complete their prospectuses before day 1. Students prepared their projects in time to present them twice, once for the instructor and once for the entire faculty.	Y																																								
					<table border="1" data-bbox="462 976 738 1449"> <tr> <td></td> <td><b>11-12</b></td> <td><b>12-13</b></td> <td><b>13-14</b></td> <td><b>14-15</b></td> </tr> <tr> <td>A</td> <td>5</td> <td>3</td> <td>10</td> <td>10</td> </tr> <tr> <td>B</td> <td>7</td> <td>9</td> <td>5</td> <td>4</td> </tr> <tr> <td>C</td> <td>5</td> <td>1</td> <td>5</td> <td>0</td> </tr> <tr> <td>D</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>F</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>19</td> <td>17</td> <td>20</td> <td>14</td> </tr> <tr> <td>Succ</td> <td>89%</td> <td>76%</td> <td>100%</td> <td>100%</td> </tr> </table>		<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	A	5	3	10	10	B	7	9	5	4	C	5	1	5	0	D	1	2	0	0	F	1	2	0	0	Total	19	17	20	14	Succ	89%	76%	100%	100%	For the first time, all students made a B- or higher on their	
	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>																																											
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2. Graduates will demonstrate proficiency in communication principles.	2a. Student-learning in Comm. Theory (COMM 3833) will be measured by assessing all student test scores.	2a. 75% of the student will earn a C grade or higher on their overall examination grade in this course.	All participating students' midterm and final exam scores in COMM 3833 were counted.	53	83% of the students scored a "C" or better on their midterm and final examinations.  <table border="1" data-bbox="982 976 1258 1438"> <tr><td></td><td><b>11-12</b></td><td><b>12-13</b></td><td><b>13-14</b></td><td><b>14-15</b></td></tr> <tr><td>A</td><td>11</td><td>9</td><td>4</td><td>14</td></tr> <tr><td>B</td><td>8</td><td>15</td><td>24</td><td>14</td></tr> <tr><td>C</td><td>7</td><td>8</td><td>10</td><td>16</td></tr> <tr><td>D</td><td>8</td><td>9</td><td>6</td><td>8</td></tr> <tr><td>F</td><td>12</td><td>3</td><td>6</td><td>1</td></tr> <tr><td>Total</td><td>46</td><td>44</td><td>50</td><td>53</td></tr> <tr><td>Succ</td><td>57%</td><td>73%</td><td>76%</td><td>83%</td></tr> </table>		<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	A	11	9	4	14	B	8	15	24	14	C	7	8	10	16	D	8	9	6	8	F	12	3	6	1	Total	46	44	50	53	Succ	57%	73%	76%	83%	combined capstone score.	Y
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	2b. Student-learning in research methodology will be measured by assessing all students' final examination performance in COMM 3713 Communicatio	2b. 75% of students will earn a C or higher on their final examination in this course.	All participating students' final exams in COMM 3833 were counted.	18	72% met the standard on the final exam.  <table border="1" data-bbox="284 976 560 1438"> <tr><td></td><td><b>11-12</b></td><td><b>12-13</b></td><td><b>13-14</b></td><td><b>14-15</b></td></tr> <tr><td>A</td><td>1</td><td>11</td><td>0</td><td>6</td></tr> <tr><td>B</td><td>2</td><td>2</td><td>1</td><td>4</td></tr> <tr><td>C</td><td>8</td><td>9</td><td>5</td><td>4</td></tr> <tr><td>D</td><td>2</td><td>0</td><td>3</td><td>3</td></tr> <tr><td>F</td><td>6</td><td>3</td><td>7</td><td>1</td></tr> <tr><td>Total</td><td>19</td><td>25</td><td>16</td><td>18</td></tr> <tr><td>Succ</td><td>58%</td><td>88%</td><td>38%</td><td>72%</td></tr> </table>		<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	A	1	11	0	6	B	2	2	1	4	C	8	9	5	4	D	2	0	3	3	F	6	3	7	1	Total	19	25	16	18	Succ	58%	88%	38%	72%	Last year students performed poorly on the final exam due to gaming the system. In response the instructor gave a mock final and increased the weight of the final exam by 50 points so they could not coast by it. Improving on 38% success last year, this year's class met a	N
	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>																																											
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	n Research Methods.	2c. Student-learning in media production will be measured by assessing all final projects in COMMM 2003 Video Production.	2c. 80% of students will earn a C grade or higher on their final project in COMMM 2003 Video Production	All participating students' final projects scores in COMMM 2003 were counted.	27	<p>96% demonstrated proficiency by securing a grade of "C" or better on the project.</p> <table border="1"> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> </tr> <tr> <td>A</td> <td>13</td> <td>7</td> <td>9</td> <td>13</td> </tr> <tr> <td>B</td> <td>11</td> <td>8</td> <td>10</td> <td>7</td> </tr> <tr> <td>C</td> <td>3</td> <td>3</td> <td>8</td> <td>6</td> </tr> <tr> <td>D</td> <td>5</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>F</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>34</td> <td>18</td> <td>27</td> <td>27</td> </tr> <tr> <td>Succ</td> <td>82%</td> <td>100%</td> <td>100%</td> <td>96%</td> </tr> </table>		11-12	12-13	13-14	14-15	A	13	7	9	13	B	11	8	10	7	C	3	3	8	6	D	5	0	0	1	F	1	0	0	0	Total	34	18	27	27	Succ	82%	100%	100%	96%	<p>72% threshold. Still below the standard but much improved.</p> <p>The number of A-level productions increased substantially this year, and fewer students scored at C-level. Perhaps the increase in the quantity of students in the program has also lifted the quality.</p>	Y
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3. Students will indicate they are satisfied with the instruction they have received in this program.	3a. Students will respond to a satisfaction survey at the mid-point in their program of instruction.	3a. 75% of students surveyed in the mid-point in their program (COMMM 3253 Argumentation and Persuasion) will report that they are satisfied with their undergraduate coursework.	All participating communication majors student surveys responses were counted.	13	<p>77% indicated agreement that they are satisfied with the instruction they have received thus far in their program.</p> <table border="1"> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> </tr> <tr> <td>SA</td> <td>6</td> <td>6</td> <td>12</td> <td>5</td> </tr> <tr> <td>A</td> <td>10</td> <td>10</td> <td>11</td> <td>5</td> </tr> <tr> <td>Neu</td> <td>5</td> <td>6</td> <td>1</td> <td>2</td> </tr> <tr> <td>D</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>SD</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>22</td> <td>23</td> <td>24</td> <td>13</td> </tr> <tr> <td>Succ</td> <td>73%</td> <td>70%</td> <td>96%</td> <td>77%</td> </tr> </table>		11-12	12-13	13-14	14-15	SA	6	6	12	5	A	10	10	11	5	Neu	5	6	1	2	D	1	1	0	1	SD	0	0	0	0	Total	22	23	24	13	Succ	73%	70%	96%	77%	<p>The performance-level fell but still met the standard. One problem was that only one of the two sections completed the survey. The increase in required sections of core classes necessitates greater coordination. We know that multiple sections will be required of four classes in Fall 2015, an all-time high, but all sections of these courses will be taught by full-time faculty this time.</p>		
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4. Graduating seniors will report that	4a. Student preparation and	4a. 75% of the students surveyed in	The survey was directed to all students	6	<p><b>14-15 Capstone Results</b></p> <table border="1"> <tr> <th>Courses</th> <th>Future</th> <th>Techn.</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Courses	Future	Techn.				<p>Although the response rate was poor due to instructor error (43%),</p>	Y																																			
Courses	Future	Techn.																																														



<p>they are prepared to enter and perform satisfactorily in entry-level communication positions.</p>	<p>satisfaction will be measured through a survey conducted in COMM 4913 Senior Capstone.</p>	<p>Senior Capstone (COMM 4913) will indicate that they are satisfied with their undergraduate coursework (Q1), that their course has effectively prepared them for their future career (Q2), and that they were satisfied with the quality of technology (Q3).</p>	<p>enrolled in the senior capstone class. There were 3 open-ended follow up questions accompanying each Likert Scale question.</p>	<table border="1"> <tr> <td>Agree</td> <td>5</td> <td>5</td> <td>3</td> </tr> <tr> <td>Neutral</td> <td>1</td> <td>1</td> <td>2</td> </tr> <tr> <td>Disagree</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Total</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>Success</td> <td>83%</td> <td>83%</td> <td>50%</td> </tr> </table> <table border="1"> <tr> <th colspan="4">13-14 Capstone Results</th> </tr> <tr> <td></td> <td>Courses</td> <td>Future</td> <td>Techn.</td> </tr> <tr> <td>Agree</td> <td>14</td> <td>16</td> <td>12</td> </tr> <tr> <td>Neutral</td> <td>3</td> <td>0</td> <td>4</td> </tr> <tr> <td>Disagree</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Total</td> <td>17</td> <td>17</td> <td>17</td> </tr> <tr> <td>Success</td> <td>82%</td> <td>94%</td> <td>71%</td> </tr> </table> <table border="1"> <tr> <th colspan="4">12-13 Capstone Results</th> </tr> <tr> <td></td> <td>Courses</td> <td>Future</td> <td>Techn.</td> </tr> <tr> <td>Agree</td> <td>11</td> <td>12</td> <td>5</td> </tr> <tr> <td>Neutral</td> <td>3</td> <td>3</td> <td>5</td> </tr> <tr> <td>Disagree</td> <td>2</td> <td>1</td> <td>6</td> </tr> <tr> <td>Total</td> <td>16</td> <td>16</td> <td>16</td> </tr> <tr> <td>Success</td> <td>69%</td> <td>75%</td> <td>63%</td> </tr> </table> <table border="1"> <tr> <th colspan="4">11-12 Capstone Results</th> </tr> <tr> <td></td> <td>Courses</td> <td>Future</td> <td>Techn.</td> </tr> <tr> <td>Agree</td> <td>12</td> <td>13</td> <td>5</td> </tr> <tr> <td>Neutral</td> <td>3</td> <td>3</td> <td>7</td> </tr> <tr> <td>Disagree</td> <td>4</td> <td>3</td> <td>7</td> </tr> <tr> <td>Total</td> <td>19</td> <td>19</td> <td>19</td> </tr> <tr> <td>Success</td> <td>63%</td> <td>68%</td> <td>26%</td> </tr> </table>	Agree	5	5	3	Neutral	1	1	2	Disagree	0	0	1	Total	6	6	6	Success	83%	83%	50%	13-14 Capstone Results					Courses	Future	Techn.	Agree	14	16	12	Neutral	3	0	4	Disagree	0	1	1	Total	17	17	17	Success	82%	94%	71%	12-13 Capstone Results					Courses	Future	Techn.	Agree	11	12	5	Neutral	3	3	5	Disagree	2	1	6	Total	16	16	16	Success	69%	75%	63%	11-12 Capstone Results					Courses	Future	Techn.	Agree	12	13	5	Neutral	3	3	7	Disagree	4	3	7	Total	19	19	19	Success	63%	68%	26%	<p>results were positive on the quality of coursework and preparation for the students' future. Technology satisfaction fell from 71% to 50%, probably because we have seen a large increase in student-credit hours in the last year. This increase stretched our video-production resources (reminiscent of 2011-12). Fortunately, this high demand fueled our successful request for three more field cameras with memory cards, which will be used for the first time in Fall 2015.</p>
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4b. Student satisfaction with the program's ability to help prepare them for their chosen career will be measured through a survey conducted via their graduation application.	85% of the students surveyed will agree or strongly agree that program has prepared them for their chosen career.	The survey was directed to all graduating seniors. The answers were very satisfied (VS), somewhat satisfied (SS), somewhat dissatisfied (SD) and very dissatisfied (VS).	22	<p>95% of students indicated that they are satisfied with the program's ability to help prepare them for their chosen career.</p> <table border="1" data-bbox="982 976 1258 1501"> <thead> <tr> <th colspan="5">SLA Graduate Exit Survey Results</th> </tr> <tr> <th></th> <th>11-12</th> <th>12-13</th> <th>13-14</th> <th>14-15</th> </tr> </thead> <tbody> <tr> <td>VS</td> <td>8</td> <td>3</td> <td>8</td> <td>12</td> </tr> <tr> <td>SS</td> <td>3</td> <td>2</td> <td>3</td> <td>9</td> </tr> <tr> <td>SD</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>VS</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Total</td> <td>12</td> <td>6</td> <td>13</td> <td>22</td> </tr> <tr> <td>Succ</td> <td>92%</td> <td>83%</td> <td>85%</td> <td>95%</td> </tr> </tbody> </table>	SLA Graduate Exit Survey Results						11-12	12-13	13-14	14-15	VS	8	3	8	12	SS	3	2	3	9	SD	1	1	2	1	VS	0	0	0	0	Total	12	6	13	22	Succ	92%	83%	85%	95%	Both the response rate (100%) and results (95% favorable) are an all-time high. The high response rate resulted from requesting that graduate surveys accompany all graduation applications. Combined with the senior capstone class-survey data, graduates indicate strong support for the degree program.
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**PART 5**

**Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above**

State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state "No changes are planned."

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
	No changes recommended this year.		

**PART 6**

**Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement**

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description
<p><b>Assessment reporting improvement:</b> This report attempts to increase readability by indicating success rates across years in percentages, not merely the raw totals. It also labels more categories semantically rather than "Q1," etc.</p> <p><b>Capstone advance preparation:</b> Rather than place the senior capstone project in the latter part of the semester, the instructor puts it in the first half so students can start off strong instead of working on projects they may consider busy work. To facilitate this strategy, the instructor provides the syllabus to students six-weeks early (in November). This way they can ask any questions about the class, especially the capstone project, in advance. They can also complete their capstone prospectus early (in December for a January semester start). If their prospectus is approved in December they have several weeks, including winter break, in which to develop the actual capstone project if they choose.</p> <p><b>Video production:</b> For best practices Ms. Coomer did a few more group in-class projects before having them do it again on their own. Another example was to break the class into 4 groups. They wrote a sentence at a time and then they had to go out and shoot it in match action sequence. It was a lot of fun and they really had to think about it... good for group dynamics. Mr. Williams notes that immediate feedback improves student understanding and performance. Providing feedback, critiques, and sometimes grades as soon as students have completed their assignments leads to higher performance.</p>

**PART 7 (A & B)**

**Assessment Measures and Faculty Participation**

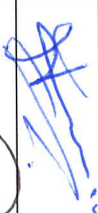





**A. Assessment Measures:**

- 1)** How many different assessment measures were used? 9
- 2)** List the direct measures (see rubric): 6 (1a: written communication; 1b: oral communication; 1c: creative and critical thinking; 2a: test scores; 2b: final examination performance; and 2c: final projects


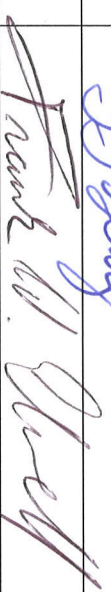
3) List the indirect measures (see rubric): 3a: mid-point satisfaction survey, 4a: senior capstone survey and 4b graduate exit survey)

B. Contributors to Report:

1) Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles: 6

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Juliet Evusa, Associate Professor	Data collection and analysis.	
David Blakely, Associate Professor	Data collection, report/plan analysis	
Lee Williams, Assistant Professor	Data collection, report/plan analysis.	
Holly Kruse, Associate Professor	Data collection, report/plan analysis	
Cathy Coomer, Assistant Professor	Data collection, report/plan analysis	
Jeffery Gentry, Professor	Data collection, report/plan analysis, writing report.	

2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Jeffery Gentry		9/15/15
Dean	Frank Elwell		9-14-15