

Communication Studies Program Assessment Report 2008-2009

I. Introduction of the Communication Studies Major Program

The Communication Studies program offers courses in a variety of communication contexts, including technical, rhetorical, interpersonal, group, and organizational communication. The program serves primarily Communication Studies majors, but also serves a group of students in other fields interested in communication-related course work to complement their chosen major.

II. Program Purpose, Mission Statement, and Objectives

Program Purpose, Objectives and Student Learning Outcomes

Communication faculty reviewed the current program objectives and learning outcomes to provide feedback for change to the program. All of the most recent modifications to the program mission, educational objectives, and learning outcomes are included in the sections below. Although the student learning detailed in this report was assessed in a classroom setting, students had other opportunities to demonstrate their learning in Communication student clubs, honor societies, externships, and regional academic conferences.

Communication Studies Program Mission Statement

The Communication Studies Program prepares students for the challenges of a society which is informed, persuaded, entertained, and shaped by communication. Students develop and integrate knowledge, creativity, ethical practice, and skills related to communication. Students also examine and produce work in oral, written, and visual communication and practice skills in group and intercultural communication.

Program Educational Objectives

By completion of the Communication Studies program, students should be able to:

1. Apply appropriate communication skills across settings, purposes, and audiences.
2. Demonstrate knowledge of communication theory and practice.
3. Practice critical thinking to develop innovative and well-founded perspectives related to the student's field of study.
4. Build and maintain healthy and effective relationships.
5. Use technology to communicate effectively in various settings and contexts.

Expected Program Student Learning Outcomes

Students with a bachelor's degree in Communication Studies should be able to:

1. Demonstrate critical and innovative thinking.
 - a. Students will display innovative and critical thinking in course final papers, projects, and presentations in major courses.
 - b. Students will use appropriate research methods for gathering and citing data for research.

2. Demonstrate knowledge and awareness of skills in oral, written, and visual aspects of communication.
 - a. Students will demonstrate progressive competence in written, oral, and graphic communication skills.
 - b. Students will apply appropriate communication skills in their externship experiences.
3. Demonstrate knowledge of and ability to apply communication theories.
 - a. Demonstrate understanding of a wide range of past and contemporary communication theories.
 - b. Apply theoretical perspectives to communication work in a variety of courses and at all levels of the curriculum
4. Demonstrate understanding of opportunities available in the field of communication, including technical, interpersonal, group, and organizational communication.
 - a. Students will demonstrate a broad knowledge of the communication field.
 - b. Students will embrace opportunities in multiple communication fields.
5. Know and effectively use current technology related to the communication field.
 - a. Course projects in major courses will demonstrate use of a range of current technology related to effective communication.
 - b. Students will appropriately use communication technology in major courses.
6. Understand the influence of culture on communication and respond effectively to cultural differences.
 - a. Students will demonstrate the ability to analyze audience needs in their written and oral presentations.
 - b. Students will demonstrate the ability to adapt their communication for cultural differences.
7. Demonstrate ethical, legal, and social accountability for communication behavior.
 - a. Students will demonstrate academic integrity and ethical behaviors in written and verbal contexts.
 - b. Students will practice ethical behavior in their extern and professional experiences.
 - c. Students will consider and use diverse choices and ethical frameworks when making decisions and/or taking action.
8. Demonstrate knowledge and skills that allow for productive interpersonal, team, and group exchanges.
 - a. Students will demonstrate the ability to effectively manage relationships (conflict, decision-making, etc.) in small groups and teams.
 - b. Externship supervisors of students will report excellence in relational skills.

III. Three-Year Cycle for Assessment of Student Learning Outcomes

The eight learning outcomes will be assessed, two or three each year, on a three-year cycle as demonstrated in Table 1.

Learning Outcomes	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13	'13-14
3a and b	•			•		
4a and b	•			•		
5a and b	•			•		
6a and b		•			•	
7a,b, and c		•			•	
8 a and b		•			•	
1a and b			•			•
2a and b			•			•

Table 1. Communication Studies Assessment Cycle

IV. Summary of 2008-2009 Assessment Activities

The Communication Studies faculty conducted formal assessment of six student learning outcomes during 2008-2009. A summary mapping this assessment can be found in the appendix of this document.

Student Learning Outcome 3a: Demonstrate knowledge of and ability to apply communication theories. Demonstrate understanding of a wide range of past and contemporary communication theories.

Direct Assessment

This outcome was assessed in Communication 102: Introduction to Communication Theory during winter 2009 using the final course paper. The assessment rubric (see appendix) was developed during fall 2008 using the criteria contained in Table 2 to measure student proficiency. This is the same rubric used in outcome 3b. Additionally, the diversity of theories studied by students was reported.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable	Results
Consideration of Theory and Its Components	Final paper, rubric	0-4 scale	80% at 3 or 4	63%
Theory Development	Final Paper, rubric	0-4 scale	80% at 3 or 4	60%
Application of Theory	Final Paper, rubric	0-4 scale	80% at 3 or 4	40%
Connections and Integration	Final Paper, rubric	0-4 scale	80% at 3 or 4	30%
Use of theoretical language	Final Paper, rubric	0-4 scale	80% at 3 or 4	90%
Number of Theories Considered by Students	Final Paper, numeric counting		80% of students studied different theories	63%

Table 2 Assessment Results for SLO 3a in COM 102 Winter 09

Areas of Competence

After analysis of the papers, the reviewers found areas of strength in the following categories:

1. Most students (63%) demonstrated an understanding of past and contemporary theory by effectively **considering major components** of the given theories.
2. Most students (90%) showed understanding of past and contemporary theory by effective **use of theoretical language** to describe theories and apply them to a specific context.

Areas of Improvement

Analysis also revealed potential areas of student weakness given the rubric categories.

1. In the area of **application of theory**, 40% of students demonstrated effectiveness, especially related to using theory to provide meaning in a context of their choice.
2. In the area of **connection and integration**, 30% of students were able to make significant theoretical connections using past and contemporary theories.

Other Areas of Consideration

Students considered a variety of theories. Ten of 16 (63%) theories considered by students were unique, with four of six theoretical topics being covered by more than one student.

Actions

Given the results of this assessment process, the following actions should be considered:

1. Instructors teaching theory based courses in which students apply the theory to authentic situations should focus further on teaching students processes for theoretical application, connection, and integration.
2. Instructors across the degree program teaching upper level courses in communication theory should monitor student progress in understanding, applying, and integrating theory into course work.

Student Learning Outcome 3b: Demonstrate knowledge of and ability to apply communication theories. Apply theoretical perspectives to communication work in a variety of courses and at all levels of the curriculum.

Direct Assessment

This outcome was assessed in Communication 301: Rhetorical Theory and Application during fall 2008 using the final paper for the course. A rubric (see appendix) for this assessment was developed during fall 2008 using the criteria contained in Table 3 to measure student proficiency.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable	Results
Consideration of Theory and Its Components	Final paper, rubric	0-4 scale	80% at 3 or 4	76%
Theory Development	Final Paper, rubric	0-4 scale	80% at 3 or 4	Not Applic.
Application of Theory	Final Paper, rubric	0-4 scale	80% at 3 or 4	66%
Connections and Integration	Final Paper, rubric	0-4 scale	80% at 3 or 4	43%
Use of theoretical language	Final Paper, rubric	0-4 scale	80% at 3 or 4	71%

Table 3 Assessment Results for SLO 3b in COM 301Fall 08

Areas of Competence

After analysis of the papers, the reviewers found areas of strength in the following categories:

1. Most students (76%) demonstrated their knowledge of **theory and theoretical components**, especially as it related to their ability to discuss and analyze major components of the given theory.
2. Most students (71%) showed effectiveness in **application of theoretical language** to describe a context and apply theory to it.

Areas of Improvement

Analysis also revealed potential areas of student weakness given the rubric categories.

1. In the area of **application of theory**, 66% of students demonstrated effectiveness, especially as it related to using theory for providing meaning to explain or clarify a situation.
2. In the area of **connection and integration**, 43% of students were able to make significant theoretical connections with the problem or artifact discussed.

Other Areas of Consideration

1. The category, **theoretical development** did not apply to the student papers assessed in COM 301. Assessment of this particular category happened with a different course during winter 2009, at which time it was reported (See outcome 3a).
2. Students in upper-level courses showed greater capability for using and applying theory as compared to students in lower-level courses as can be seen by comparing results for outcome 3a and 3b.

Actions

Given the results of this assessment process, the following actions should be considered:

1. Instructors teaching theory-based courses in which students apply the theory to real situations should focus further on the area of **application and connection and integration** of theory.
2. The rubric for considering this outcome should be changed. Changes will include eliminating the connections and integration category and replacing it with a **contextualization category**.
3. Consideration should be given by faculty to the pertinence of the **theory development** outcome, answering the question whether or not this is a significant part of each theory paper (This assessment suggests “no”).
4. Given the change to one category of the rubric, this outcome will be **reassessed** in fall 2009 using the COM 326 course.
5. Faculty will consider **changes to the senior thesis requirement** in order to use this course to improve and assess the use of theory by upper division students (find a senior thesis model that has a more applied approach).

Student Learning Outcome 4a: Demonstrate understanding of opportunities available in the field of communication, including technical, interpersonal, group, and organizational communication. Students will demonstrate a broad knowledge of the communication field.

Direct Assessment

This outcome was assessed in Communication 102: Introduction to Communication Theory during winter 2009 using the Career Search Paper. A rubric (see appendix) for this assessment was developed using the criteria contained in Table 4 to measure student knowledge of careers in communication and the training needed to acquire the specific career.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable	Results
Identification of Career Focus	Career search paper, rubric	0-4 scale	80% at 3 or 4	60%
Explanation of Career Fit	Career search paper, rubric	0-4 scale	80% at 3 or 4	60%
Training Necessary for Career	Career search paper, rubric	0-4 scale	80% at 3 or 4	50%
Educational Map to Obtain Career	Career search paper, rubric	0-4 scale	80% at 3 or 4	30%

Table 4 Assessment Results for SLO 4a in COM 102 Winter 09

Areas of Competence

After analysis of the papers, the reviewers found areas of relative strength in the following categories:

1. Most students (60%) **identified a clear career focus** by discussing and analyzing aspects of their potential career.
2. Most students (60%) explained specific issues associated with the way **the career fit** their expected interests and lifestyles.

Areas of Improvement

Analysis also revealed potential areas of student weakness given the rubric categories.

1. Some students (50%) were able to clearly pinpoint the **training needed** (schooling and experiences) in order to achieve the chosen career.
2. Similarly, some students (40%) were able to **complete a curriculum map** to demonstrate their understanding of the courses needed to achieve their chosen career.

Other Areas of Consideration

The assessment was completed in a 100-level course consisting primarily of underclass students. Because of their newness to both college and the Communication Studies major, many students could still be trying to decide what career path they will choose.

Actions

Given the results of this assessment process, the following actions should be considered:

1. Faculty members could **spend more time discussing career options** not only in COM 102, but in other courses throughout the major.
2. A **restructuring of the introductory communication sequence** (recently completed) will allow faculty additional time to discuss careers in communication.
3. **Additional assessment of upper level courses** should be done in order to see if identification of career focus, understanding of career fit, recognition of training needed for career, and the completion of a career oriented educational map is greater than in lower level courses (see outcome 4b).
4. Faculty will consider the increased **use of faculty advisors** to focus students on potential career options as they advise them regarding course completion.

Student Learning Outcome 4b: Demonstrate understanding of opportunities available in the field of communication, including technical, interpersonal, group, and organizational communication. Students will embrace opportunities in multiple communication fields.

Direct Assessment

This outcome was assessed in Communication 420: Externship by auditing student externship and career choices over the last three years. The audit demonstrated the variety of opportunities students have embraced in the field of communication as demonstrated in Figure 1. Externship and career opportunities were tallied and compared by faculty during spring 2009.

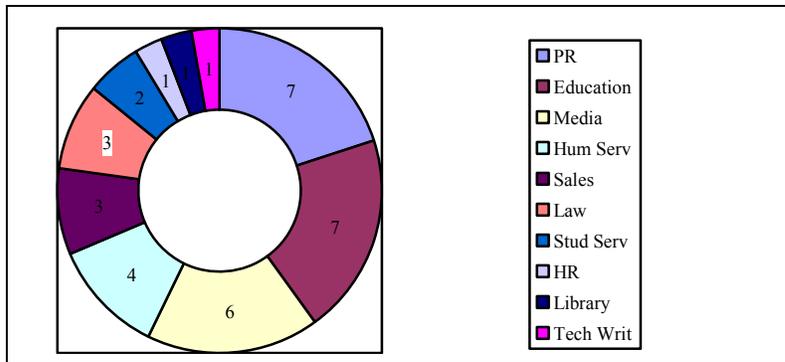


Figure 1. Externship and career choices of communication graduates over last three years.

Areas of Competence

After analysis of the audit, the reviewers found areas of strength in the following categories:

1. Students have selected a **wide variety** of communication related externships and career options.
2. Students graduating in communication are **successfully finding** communication related-jobs.
3. Given the findings of outcome 4a, students seem to be more **aware of career opportunities** in the field of communication as they progress through their study of communication.

Areas of Improvement

Analysis also revealed potential areas of student weakness given the rubric categories.

1. Although a wide variety of careers are being selected by students, other communication career opportunities exist that could be **explored further**.
2. The field of **human resources** is commonly populated by communication majors. More emphasis could be placed on this field, especially given the current job challenged economy.

Other Areas of Consideration

The audit considers findings over three years as opposed to just 2008-2009. This was made necessary by the relatively small number of communication majors doing externships and seeking out careers from year to year.

Actions

Given the results of this assessment process, the following actions should be considered:

1. Continued emphasis on **communication related opportunities** in the externship program.
2. Faculty need to more **accurately track** the career choices graduates are making.

Student Learning Outcome 5a: Know and effectively use current technology related to the communication field. Course projects in major courses will demonstrate use of a range of current technology related to effective communication.

Direct Assessment

This outcome was assessed in Journalism 211: Publications—Student Newspaper during spring 2009 using a questionnaire on which students responded to their use of communication technology while working with the student newspaper. The questionnaires were tallied and compared by faculty during spring 2009. The expectation was that students would use a variety of technologies. The results of this outcome are found in Table 5.

Technology	Number of Reported Uses	Perceived Level of Competence
Indexes and databases	2 out of 12 participants	Above average
Presentation software (PowerPoint)	0 out of 12 participants	NA
Word processing Software (Word)	12 out of 12 participants	Above average
Spreadsheet software (Excel)	3 out of 12 participants	Above average
Email	5 out of 12 participants	Above average

Table 5 Assessment Results for SLO 5a in JOUR 211 Spring 09.

Areas of Competence

After analysis of the questionnaire responses, the reviewer found areas of strength in the following areas:

1. All (100%) of students used word processing software and believed their level of proficiency was **above average** or better.
2. In all technology categories mentioned by students, their perceived level of proficiency was **above average** or better.

Areas of Improvement

Analysis also revealed potential areas of student weakness:

1. Outside of word processing technology, students **identified little other technology used** (Could be nature of course assessed).
2. Responses from students regarding the **technique followed to assess technology** use suggested some confusion existed about what was being asked by the questionnaire.

Other Areas of Consideration

The Journalism 211 course is designed for students to create newspaper stories using primarily word processing technology. Teaching students about software for design and layout is not a central focus of the course. The course does not include a presentation which could explain the lack of use of presentational software.

Actions

Given the results of this assessment process, the following actions should be considered:

1. **More research needs** to be done by faculty on student understanding and use of technology.
2. Given these findings, and those in outcome 5b, faculty need to **more precisely consider the technology expectations** for students completing degrees in Communication Studies.

Student Learning Outcome 5b: Know and effectively use current technology related to the communication field. Students will appropriately use communication technology in major courses.

Direct Assessment

This outcome was assessed using an open-ended technology questionnaire, asking Communication Studies faculty the following two questions: 1) What kind of technology is used by students in the major courses? 2) How proficient are students in the technology used? The questionnaire was developed and responses reported by faculty at the end of fall 2008. The faculty expects students will appropriately use communication technology in major courses. The findings of this assessment are demonstrated in Table 6.

Technology	Number of Reported Uses	Perceived Level of Competence
Indexes and databases	5 out of 8 participants	Moderate levels
Presentation software (PowerPoint)	5 out of 8 participants	Moderate levels
Word processing Software (Word)	7 out of 8 participants	Moderate levels
Spreadsheet software (Excel)	2 out of 8 participants	Poor to moderate levels
Email	4 out of 8 participants	Moderate levels
No technology used	1 out of 8 participants	N/A

Table 6 Assessment Results for SLO 5b by Communication Studies Faculty Fall 08

Areas of Competence

After analysis of the questionnaire responses, the reviewer found areas of strength in the following areas:

1. Faculty reported **moderate** levels of competence by their students with most technologies, with the exception of **spreadsheet software**.
2. Faculty reported students are being given opportunities to apply their knowledge of a variety of technologies in their major courses.

Areas of Improvement

Analysis also revealed potential areas of student weakness.

1. Students need to **improve in all areas of their use of technology**. Faculty reported moderate levels of competence with each of the technologies used, but

- each also expressed a need for students to better understand technology. In this case, moderate understanding does not represent, adequate understanding.
2. Faculty who require students to use **indexes and databases** reported that many students do not adequately use or understand the potential for research indexes and databases beyond Google.
 3. Students need to improve their knowledge and application of **spreadsheet software** in the classes in which they are used.

Other Areas of Consideration

While approximately 80 percent of faculty responded to the survey, not all did. There could be additional technology used by faculty not reported in this assessment. That said, strong agreement existed between participants that students in the Communication Studies major courses are moderately proficient in their use of technology. Also interesting is the difference between student perception of their ability and how faculty perceives student ability.

Actions

Given the results of this assessment process, combined with the results of outcome 5a, the following actions should be considered:

1. Faculty **discussion needs to occur** about technology use expectations for students in the Communication Studies degree program.
2. Faculty need to discuss **ways to provide technology training** to the students in the Communication Studies degree program.
3. Further assessment needs to be done to **consider perceived levels of technology proficiency** from a student perspective.
4. Faculty will consider **developing a technology skills assessment test** for each incoming major student in order to accurately determine what technology needs students have.
5. Faculty will **consider the requirement of technology in major courses** in order to infuse these skills in students.

V. Summary of Student Learning

During the 2008-2009 academic year, Communication faculty formally assessed the student learning outcomes summarized below.

Student Learning Outcome 3a: Demonstrate knowledge of and ability to apply communication theories. Demonstrate understanding of a wide range of past and contemporary communication theories.

Areas of Competence: Students in lower division courses demonstrated an understanding of past and contemporary theory by effectively considering the major components of a variety of given theories. The also demonstrated this understanding by effectively using theoretical language to describe theories and apply them to a specific context.

Areas of Improvement: Students need to better apply theory to provide meaning to communication contexts or situations. They also need to better learn how to make significant connections using theory.

Plans for Improvement: In order to improve in this area, during fall 2009 instructors teaching upper and lower level theory courses will focus further on teaching students processes for theoretical application, connection, and integration.

Student Learning Outcome 3b: Demonstrate knowledge of and ability to apply communication theories. Apply theoretical perspectives to communication work in a variety of courses and at all levels of the curriculum.

Areas of Competence: Students in upper division courses demonstrated their knowledge of theory and theoretical components by effectively discussing and analyzing major components of a variety of theories. Also, they demonstrated effectiveness in application of theoretical language to describe a context and apply it to theory. While similar to the finding in 3a, students in upper division courses showed improvement in these two areas when compared to student in lower division courses.

Areas of Improvement: While performing better than students in lower level courses, students in upper level courses still need improvement in the areas of theory application and making connections given a problem or artifact.

Plans for Improvement: Faculty felt that low scores could be related to a lack of clarity in the rubric used to assess this measure. Therefore, changes will be made to the rubric including replacing the integration and connection category with a contextualization category. Reassessment will take place during fall 2009 in the COM 301 course.

Student Learning Outcome 4a: Demonstrate understanding of opportunities available in the field of communication, including technical, interpersonal, group, and organizational communication. Students will demonstrate a broad knowledge of the communication field.

Areas of Competence: Most students in lower division courses identified a focus on a career in the field of communication. In identifying a career, they were also able to explain how the career fit their expected interests and lifestyles.

Areas of Improvement: Students in lower division courses need to more clearly understand the training needed to achieve the selected career. Further, many students were unable to create a curriculum map outlining the courses needed to achieve their chosen career.

Plans for Improvement: A restructuring of the introductory communication sequence (completed this year) will allow faculty to spend more time addressing career opportunities. Also, during the 2009-2010 academic year, advisors will take an increased

role in helping students understand careers in communication and courses that will help them fulfill the desired career.

Student Learning Outcome 4b: Demonstrate understanding of opportunities available in the field of communication, including technical, interpersonal, group, and organizational communication. Students will embrace opportunities in multiple communication fields.

Areas of Competence: Students doing externships and finding jobs after graduation are selecting opportunities in a variety of communication-related disciplines.

Areas of Improvement: Although students are finding a wide variety of communication-related positions, there are many other kinds of jobs in communication that students are not selecting.

Plans for Improvement: Using externships and faculty advisors, students will be better informed about opportunities in communication fields. During winter 2009 faculty will also develop a more accurate system for tracking career choices graduates are making.

Student Learning Outcome 5a: Know and effectively use current technology related to the communication field. Course projects in major courses will demonstrate use of a range of current technology related to effective communication.

Areas of Competence: All students assessed use word processing software and rate their understanding of the technology as above average or better not only with word processing but with other kinds of communication-related technology as well.

Areas of Improvement: Most students recognized word processing as the important technology used as a Communication Studies student. However, very few other technologies were recognized (i.e. spreadsheet software, indexes and databases, presentational software, etc.).

Plans for Improvement: Additional assessment (focus groups) will be done on this outcome during spring 2009, after which faculty needs to more precisely consider the technology expectations, education, and use of students completing degrees in Communication Studies.

Student Learning Outcome 5b: Know and effectively use current technology related to the communication field. Students will appropriately use communication technology in major courses.

Areas of Competence: Faculty reported students are being given opportunities to apply their knowledge of a variety of technologies in the major courses. Further, faculty members describe student technological competence as at least moderate for technologies used in their communication classes.

Areas of Improvement: Although faculty reported moderate levels of technological competence by students, they expressed a need for students to better understand technology (moderate does not represent adequate). Students especially have a need for greater competence in the use of spreadsheet software and indexes and databases.

Plans for Improvement: Faculty members need to discuss a baseline expectation for Communication Studies student technology competence. This discussion will occur during fall 2009.

VI. Closing the 2007-2008 Loop

As a result of assessment findings in 2007-2008, the following items occurred during 2008-2009 as a response:

1. In order to increase student exposure to research, communication faculty met during fall 2008 to discuss and design a new introductory three course sequence focusing on theory and research. Curriculum changes were submitted to and approved by CPC during winter 2009.
2. During fall 2008 Communication Studies faculty discussed ways to implement the use of critical thinking in their courses. The result of this discussion has been change by most faculty members to adding a more explicit critical thinking aspect to their course syllabi and content.
3. During 2008-2009, faculty began discussions about the development of upper-division writing courses. As part of this discussion, the increased use of the senior project was considered as a way to boost student learning of the writing outcome.

Appendix A: Assessment Plan for 2008-2009

Student Learning Outcome	Course	Collection Date	Item Assessed
3a	COM 102	Winter 09	Final Paper
3b	COM 301	Fall 08	Final Paper
4a	COM102	Winter 09	Career Search Paper
4b	COM 420	08-09 Academic Year	Externship Audit
5a	COM 248 JOUR 211	Spring 09 Spring 09	Technology Log Technology Log
5b	WRI 410	Fall 08	Final Paper

Theory Knowledge and Application Rubric

Criteria	0	1	2	3	4
Consideration of theory and its components	No reasonable attempt made to explain or discuss major components of theory.	Marginal attempt to explain theory or most of major components presented.	Adequate consideration to selected theory. All of the major components of the theory presented but not discussed.	Clear consideration of theory. All of the major components of the theory presented, discussed, and analyzed.	Theory considered with some originality. All major components of theory presented, discussed and analyzed.
Theory development (background, problems, changes or future direction)	No theoretical development considered.	Minimal theoretical development considered.	Adequate theoretical development of theory considered.	Some significant theoretical developments considered by reviewing works in the field.	Considers significant, original theoretical developments by thoroughly reviewing major works in the field.
Application of theory	Theory not applied or application is too general.	Theory minimally applied to a plausible situation or setting.	Theory applied to plausible setting or situation and application discussed.	Theory applied well to setting or situation. Appropriate discussion about theory and application.	Theory insightfully applied to plausible setting. Discussion shows how application of theory helps provide meaning to setting or situation.
Connections and integration	No connection between or integration of theory and problem or situation.	Few unwarranted connections between or integration of theory and problem or situation.	Some connection between and integration of theory and problem or solution, but connections are not significant or adequately explained.	Makes and explains appropriate connections between or integration of theory and problem or solutions.	Insightful, analytical and significant connections or distinctions between or integration of theory and problem or situation.
Use of theoretical language	Few or no uses of theoretical language.	Some use of theoretical language and terms, but used incorrectly.	Regular use of theoretical language and terms, with few incorrect uses.	Effective use of terms and language that enhance description of theory.	Theoretical language and terms used abundantly and correctly to describe theory accurately.

Communication Career Search Rubric

Criteria	0	1	2	3	4
Identification of Career Focus	No attempt made to identify and describe a career choice for the student.	Marginal attempt made to identify career focus or describe career choice.	Adequate consideration to career focus. Major aspects of the career presented but not discussed.	Clear consideration of career focus. All of the major aspects of the career presented, discussed, and analyzed.	Career focus considered with unusual depth. All major aspects of the career presented, discussed, and analyzed.
Explanation of Career Fit	No explanation of how career is a good fit for the student.	Minimal explanation of how career is a good fit for the student.	Adequate explanation of career fit for student is discussed.	Specific issues associate with career fit considered by interviewing others or doing research.	Considers specific and significant issues associated with career fit. Fit considered through interviews and research. Clear individual focus.
Training Need for Career	No description of training needed for career choice	Description of needed training minimally discussed.	Adequate explanation of necessary training discussed.	Detailed discussion about needed training for career. Explanation contains depth of discussion.	Detailed discussion about needed training for career. Significant depth of discussion. Specific focus on individual and career.
Educational Map to Obtain Career	No educational map created to describe obtaining of career path.	Educational map of career path is overly simple or unclear.	Educational map is simple, but contains major elements for obtaining career.	Educational map is detailed and contains major elements for obtaining career. Map made in conjunction with advisor. Some connections between education map and focus, fit, and training.	Insightful, analytical and significant educational map created in conjunction with advisor. Clear connections between all elements of map, including focus, fit, and training.

