<u>**Literature, Journalism, Writing and Languages**</u>
PLO Data for Literature/English: 2022-2023

<u>Learning Outcome 1:</u>
Students who complete the program will be able to integrate their literature studies with ongoing reflection and hospitable engagement with a diverse world.

Outcome Measure
A reflective essay to be completed by graduating seniors sometime during their final year of study and submitted to Watermark for senior portfolio assessment.

Criteria for Success
An average score of 87.5% on the AAC&U Integrative Learning Rubric and a score of 81.25% on the AAC&U Lifelong Learning Rubric.

Aligned with DQP Learning Areas (circle/highlight one or more but not all five)
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Percentage of Class Meeting Targets for PLO #1

	2015	2016	2017	2018	2019	2020	2021	2022	2023
AAC&U Integrative Learning	67%	100%	100%	100%	100%	100%	100%	100%	100%
AAC&U Lifelong Learning	100%	100%	100%	100%	100%	100%	100%	100%	100%
# of Students	6	6	9	7	11	2	6	3	8

Conclusions Drawn from Data
Based on the data sample totaling 58 students comprised of Literature majors completing the major from 2015-2023, the average percentage of students meeting the criterion set for Integrative Learning is 100%. These results indicate that our Literature majors are making meaningful connections between the literature they study and a diverse world. They are meeting our targets for PLO #1.

Changes to be Made Based on Data
No changes were made based on the data.

Rubrics Used
LIT4095 – Reflective Essay Rubric which includes elements from AAC&U's Integrative Learning and Life-Long Learning Assessment Rubrics.

LIT4095 – Reflective Essay Rubric

(combination of AAC&U's Integrative Learning Value Rubric and Foundations and Foundations and Skills for Lifelong Learning Value Rubrics)

	Capstone – 4	3	2	Benchmark - 1
Integrative Learning: Connections to Experience - Connects relevant experience and academic knowledge	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests
Integrative Learning: Connections to Discipline - Sees (makes) connections across disciplines, perspectives	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective	Independently connects examples, facts, or theories from more than one field of study or perspective	When prompted, connects examples, facts, or theories from more than one field of study or perspective	When prompted, presents examples, facts, or theories from more than one field of study or perspective
Integrative Learning: Transfer - Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation
Integrative Learning: Reflection and Self-Assessment - Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness	Describes own performances with general descriptors of success and failure

	Capstone – 4	3	2	Benchmark - 1
Life-Long Learning: Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situation
Life-Long Learning: Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events

Learning Outcome 2
Students who complete the program will be able to identify and articulate characteristics and trends of diverse literatures and historical periods: dates, styles, authors, and canon formation.

Outcome Measure
The ETS Field Test in Literature.

Criteria for Success
Our target performance on the ETS Literature Field Test is to have our students scoring at least 5 points above the national average in their knowledge of the subcategories as designated by the ETS Test:
- Literature Pre-1900
- Literature 1901 and Later
- Literary Analysis
- Literary History and Identification

These subcategories correspond to our PLOs 2 and 3 (literary-historical periods, dates, styles, authors; major literary-theoretical perspective and terminology; and literary terms).

Aligned with DQP Learning Areas (circle/highlight one or more but not all five)
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning,
5. Civic and Global Learning

Longitudinal Data: Student Scores in Relation to the National Mean

	2018	2019	2020	2021	2022	2023	National Mean 2011-22	Lit. Program Targets
Pre-1900	48	58	64	48	30	51	52.1	57.9
1901 and Later	57	58	66	50	31	53	52.9	58.5
Literary Analysis	49	56	51	44	24	49	52.3	57.9
Literary History & Identification	49	60	83	53	36	54	52.1	58
Number of students	7	11	2	6	2*	8*		

* Only 8 of the 9 students took the ETS field test in literature

Conclusions Drawn from Data
The 2018 group of students did not reach the program goals; however, they did surpass the national mean in one of the four categories. The 2019 students met 2 of the 4 program goals and surpassed the national mean in all four categories. Students in 2020 met 2 of the 4 program goals, particularly excelling in the Literary History and Identification category. Students in 2021 and 2022 did not meet the Literature Program Targets in any of the four categories, but students in 2021 surpassed the national mean in one exam category. Students in 2023 did not meet the program goals in any of the four categories, but they did surpass the national mean in 2 of the 4 exam categories.

While our data sample is still quite small, totaling 36 student scores across six years, the data would suggest that setting our program goals <u>at and not above</u> the national mean in all categories would be a more representative program goal.

Changes to be Made Based on Data
This ETS test is included here only as an external measure of our students in relation to a national standardized test, and in the years following the COVID pandemic there has been a shift away from using some standardized tests in higher education. As such, it may not be the best measure of our program's success though it does offer a national benchmark. This ETS test duplicates alignment with DQP areas 1 and 3, which are covered in Learning Outcomes 3 and 4.

Beginning in 2024, our Criteria for Success will be to meet rather than exceed the national mean in each of the four categories (see new table and targets below):
   • Literature Pre-1900
   • Literature 1901 and Later
   • Literary Analysis
   • Literary History and Identification

	2024	National Mean 2011-22	Lit. Program Targets
Pre-1900	TBD	52.1	52.1
1901 and Later	TBD	52.9	52.9
Literary Analysis	TBD	52.3	52.3
Literary History & Identification	TBD	52.1	52.1
Number of students	TBD		

We will also discuss the data and our conclusions to determine whether to continue using this test for its merit as an external measure.

Rubric Used: No rubric is required.

Learning Outcome 3:
Students who complete the program will be able to develop and support close readings of texts using literary theory and terminology.

Outcome Measure
Senior Portfolio Major Researched Essay written in the capstone course LIT 4095 Literary Theory and Scholarship.

Criteria for Success
A score of 85% on each of the three designated AAC&U Rubrics. The professor of record in LIT 495 will be the one assessor for this signature assignment.

Aligned with DQP Learning Areas (circle/highlight one or more but not all five)
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Capstone Research Paper – Average Student Percentage

Capstone Research Essay	2017	2018	2019	2020	2021	2022	2023
Information Literacy	78%	91%	91%	98%	87%	83%	96%
Written Communication	78%	86%	89%	95%	85%	87%	96%
Critical Thinking	78%	87%	90%	100%	86%	82%	96%
Total # of Students	9	7	11	2	6	3	8

Conclusions Drawn from Data
Program targets were met for all categories in 2018, 2019, 2020, 2021, and 2023. In 2022 only the Written Communication scores met the target, but because the sample size was only three students in 2022, those percentages are not statistically reliable. Performance numbers are highly variable from year to year, given the fluctuations in program size. We will continue to gather additional years of longitudinal data as we form reasonable conclusions.

Changes to be Made Based on Data
Program targets will no longer be an average across the three rubrics, and there will no longer be two assessors for the signature assignment – Major Researched Essay.

We changed the program targets from an average across the three rubrics to an individual target on each rubric because we changed the number of assessors for the Major Researched Essay signature assignment from two to one. The two assessors had been the professor of record for the capstone course LIT 4095 plus one other literature faculty member. Going forward only the professor of record for the capstone course will be assessing this signature assignment. This one assignment in the capstone portfolio will be the only one with a single assessor.

Rubric Used
AAC&U Rubrics: Critical Thinking, Information Literacy, and Written Communication

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone – 4	3	2	Benchmark - 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence - Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

	Capstone – 4	3	2	Benchmark – 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally*	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

WRITTEN COMMUNICATION VALUE RUBRIC (modified)

for more information, please contact value@aacu.org

Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Learning Outcome 4:
Students who complete the program will be able to employ strong research, rhetorical, linguistics, literary, and analytical skills in their writing.

Outcome Measure
Senior Portfolio Major Researched Essay written in the capstone course LIT 4095 Literary Theory and Scholarship.

Criteria for Success
A score of 85% on each one of the three designated AAC&U Rubrics. The professor of LIT 495 will be the one assessor for this signature assignment.

Aligned with DQP Learning Areas (circle/highlight one or more but not all five)
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Capstone Research Paper

Capstone Research Essay	2017	2018	2019	2020	2021	2022	2023	Mean Scores 2017-22	Lit Program Targets
Information Literacy	78%	91%	91%	98%	87%	83%	96%	88%	85%
Written Communication	78%	86%	89%	95%	85%	87%	96%	86.7%	85%
Critical Thinking	78%	87%	90%	100%	86%	82%	96%	87.2%	85%
Total # of Students	9	7	11	2	6	3	8		

Conclusions Drawn from Data
Program targets were met for all categories in 2018, 2019, 2020, 2021, and 2023. In 2022 only the Written Communication scores met the target, but because the sample size was only three students in 2022, those percentages are not statistically reliable. Performance numbers are highly variable from year to year, given the fluctuations in program size. We will continue to gather additional years of longitudinal data as we form reasonable conclusions.

Changes to be Made Based on Data
Program targets will no longer be an average across the three rubrics, and there will no longer be two assessors for the signature assignment – Major Researched Essay.

We changed the program targets from an average across the three rubrics to an individual target on each rubric because we changed the number of assessors for the Major Researched Essay signature assignment from two to one. The two assessors had been the professor of record for the capstone course LIT 4095 plus one other literature faculty member. Going forward only the professor of record for the capstone course will be assessing this signature assignment. This one assignment in the capstone portfolio will be the only one with a single assessor.

Rubric Used
AAC&U Rubrics: Critical Thinking, Information Literacy, Written Communication

Learning Outcome 5:
Students who complete the program will be able to present literary analysis to formal audiences, demonstrating strategies for audience engagement and oral communication of written work.

Outcome Measure
A formal oral presentation of literary scholarship completed as part of the Senior Portfolio.

Criteria for Success
An average of 80% or higher on the two assessors' scores on the AAC&U Oral Communication Rubric.

Aligned with DQP Learning Areas (circle/highlight one or more but not all five)
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Capstone Oral Presentation

	2017	2018	2019	2020	2021	2022	2023
Percentage of Students Meeting Target	100%	100%	100%	100%	100%	100%	100%
Total # of Students	9	7	11	2	6	3	8

Conclusions Drawn from Data
Students are meeting the program objectives.

Changes to be Made Based on Data
No changes are planned based on the data.

Rubric Used
AAC&U Rubric: Oral Communication

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	Milestones (3)	Milestones (3)	Benchmark (1)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.