UCF Assessment

Assessment Plan and Results

Plan Year: 2011-2012 ▼   Status: Results Approved for DRC Report

Program/Unit: Advertising/Public Relations - B.A. ▼   Last Updated: 12/3/2012 10:07:59 AM

IE Assessment Rubrics
Assessment DRC Chair Instructions
Assessment for Unit Heads

View/Submit Results Review   2010-2011 Results Review

Program/Unit:	Advertising/Public Relations - B.A.	DRC:	College of Sciences
Year:	2011-2012	DRC Chair:	Cynthia Y Young
Due Date:		Coordinator(s):	Kim Tuorto, Boyd Lindsley, Joan McCain
		Reviewer(s):	Helge Heinrich

Quick Links:

Mission:

The Advertising/Public Relations major in the Nicholson School of Communication is an undergraduate program that supports the primary mission of the University. Our key stakeholders are the 300+ majors in our program, our seven faculty members, and the professionals in the metro-Orlando business community, the majority of which are alumni of our program, who hire our majors for internships and jobs. Our faculty, which is a blend of world-renown scholars and instructors with professional backgrounds, offer students the knowledge and necessary skills to pursue careers in advertising, public relations, and integrated marketing communication. We teach our majors the fundamental skills for planning, writing, and executing advertising and public relations strategies and campaigns. We also provide background on legal and ethical issues in the profession, oral presentation skills, and mass communication research. Ad/PR students gain essential experience while in college through required internships and are assisted in finding internships and professional mentors in both advertising and public relations.

Assessment Process:

Our assessment strategies are designed to measure student understanding and mastery of the values and competenties outlined by our potential accreditors: the Association for Educators in Journalism and Mass Communication (AEJMC). The plan includes direct and indirect measures for mastery of skills, understanding of concepts, creative ability, and effective teamwork practices. The direct measures are accomplished by faculty implementation of pre- and post-test in lecture classes, faculty observation of student performance and completion of rubrics in skills courses, professional panels evaluating student portfolios, as well as industry professionals completing assessment forms for the

interns they supervise in a semester. Surveys completed by students completing internships also contribute to indirect measures.

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Outcome: 1

Students will exhibit the ability to present proposals, plans, and strategies in settings appropriate to their career paths.

Academic Learning Compact (ALC):

☑ Communication

☑ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 1.1

Students will able to present proposals, plans, and strategies in ADV 4101, PUR 3100, PUR 4801 and MMC 4411. Student work will be evaluated by faculty observation and 70% will score a 3.0 or higher on a 5 point scale.

Result:

The goal of the measure was met. For this assessment period, PUR 3100 and PUR 4801 are excluded from the measure results due to data not being available.

20 students in ADV 4101 in Fall in 2011 and 20 students (4 groups) in Spring 2012 MMC 4411 were evaluated and scored in faculty-completed rubrics. 85% of students scored 3.0.

Review:

◯ Revision or explanation needed

◉ Satisfactory

Measure: 1.2

Students will be able to present proposals, plans and strategies based on assigned projects in ADV 4101, PUR 3100, PUR 4801 and MMC 4411. A representative sample of campaign books, reports, or projects from each class will receive a 3.0 rating or higher after review by a panel of industry professionals who will complete rubrics on a 5-point scale.

Result:

Data is not available to report as of July 31, 2012. Professional review of portfolios is done in September and the earlier assessment due date was not anticipated, so review was not completed. Every attempt will be made to add the results after initial review.

Review:

◯ Revision or explanation needed

◉ Satisfactory

Reflective Statement:

In next year's assessment, portfolios from PUR 3100 need to be evaluated. In our program review, which we conduct every three years, this course has been identified as our most important. By isolating it, we can perhaps determine strengths and weaknesses we need to address.

Reflective Statement Review:

○ Revision or explanation needed

◉ Satisfactory

Overall Outcome Results Review Comment:

Reporting is thorough. Missing data explained. Outlook for next years done.

Attachments:

Top

Outcome: 2

Students will use sound research methodology for their coursework that leads to idea and strategy development.

Academic Learning Compact (ALC):

☑ Communication

☑ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 2.1

Students will demonstrate the ability to use appropriate research methodology in course work. A representative sample of campaign projects from ADV 4101 and final projects books from MMC 4411 will be reviewed by an industry panel for effective use of research using a 5-point scale. 70% of students will score a 3.0 or higher.

Result:

The goal for this measure was met, but did provide some thoughtful analysis from the three professionals who evaluated the 4 sample books. One professional's scores average 60% for research, while the other two were at 90% and 100% respectively. When averaged, our goal of 75% was met, but faculty was curious about the reason for the significant differences. A follow up phone call was made to the professional who evaluated the books lower than the other two evaluators. After discussion, it seems the professional was comparing the tools the students use to the proprietary ones available in his agency and deemed the student results of poor quality as a result. Faculty agreed that the burden is on us to communicate the standard by which future evaluation is conducted.

Review:

○ Revision or explanation needed

◉ Satisfactory

Measure: 2.2

80% of students in MMC 3420 (Mass Media Research Methods) will demonstrate a knowledge of sound research methodology. Students will fill out pre-test surveys and post-test will be conducted to test their understanding and awareness level of research methodology.

Result:

The goal for this measure was met.

Fall 2011 pre-test and post-test results were $t(63) = -10.06$. $p<.05$.
Spring 2011 pre-test and post-test results were $t(90) = -13.35$, $p<.01$.

The results demonstrate that the Mass Media Research Methods course is effective in improving student knowledge.

Review:

○ Revision or explanation needed

◉ Satisfactory

Reflective Statement:

This assessment year marks two full academic years that we have been able to teach Mass Media Research to all of our majors. Before that, we used a general Communication Research Methods class. Next year's assessment should look more closely at specific learning objectives in Mass Media Research Methods and how those are presented in the major's capstone course, MMC 4411.

We will tweak the way we word the outcome for next assessment to more accurately reflect what we hope to measure. Faculty adjusted the outcome after last year's plan was submitted and the measure result reflects the change.

Reflective Statement Review:

○ Revision or explanation needed

◉ Satisfactory

Overall Outcome Results Review Comment:

One issue in 2.2 has been fixed. The other data are useful and show that revisions to the assessment process are necessary by looking at specific learning objectives.

Attachments: PRE POST Mass Media research results..doc

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Outcome: 3

Students will demonstrate the ability to use journalistic style (AP Style) to write material for mass media.

Academic Learning Compact (ALC):

☑Communication
☑Critical Thinking
☑Discipline-specific knowledge, skills, attitudes and behaviors
☐Not an ALC

Measure: 3.1

90% of students in PUR 3100 (Writing for PR) will demonstrate a proficiency in AP Style rules. Pre-test and post-test in PUR 3100 will be used.

Result:

The goal for this measure was met. Two classes of 20 students each (N=40), taught by two different instructors, completed pre-test and post-test each semester. Results are:

FALL 11
Pre-test: 10% scored above a 75%
Post-test: 92% scored above a 75%

SPRING 12
Pre-test: 11% scored above a 75%
Post-test: 93% scored above a 75%

Review:

◯ Revision or explanation needed

◉ Satisfactory

Measure: 3.2

Students will be able to write in a concise journalistic style. A panel of professionals will review final portfolios from PUR 3100 and review for jounalistic style, rating the work on a 5-point scale. 70% of students will score a 3.0 or better.

Result:

Data is not available for this measure as of July 31, 2012 as portfolio review is conducted in September. Every attempt will be made to add the results after the review period.

Review:

◯ Revision or explanation needed

◉ Satisfactory

Reflective Statement:

Next year's assessment should use data for the direct measure from internship assessment forms completed by professionals. Additionally, this measure needs to remain on our assessment every year, as this is this outcome is the most valued by the professional community, who are a key stakeholder group. We need to monitor it consistently to make sure our methods and pedagogy are effective.

Reflective Statement Review:

○ Revision or explanation needed

◉ Satisfactory

Overall Outcome Results Review Comment:

Ok, if something in the assessment process does not work it needs to be changed. A good approach to change things next year.

Attachments:

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Outcome: 4

Students will understand and apply the standard code of ethics for public relations as established by the Universal Accreditation Board.

Academic Learning Compact (ALC):

☐ Communication

☑ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 4.1

90% of students in PUR 4801 (PR Case Studies) will demonstrate understanding and knowledge of ethics practices. Pre-test and post-testi n PUR 4801 (PR Case Studies) will be used.

Result:

The goal of the measure was met each term.

Fall 2011 (20 students)
Pre-test = 13%
Post-test = 68%

Spring 2012 (35 students)
Pre-test = 12%
Post-test = 82%

Review:

○ Revision or explanation needed

◉ Satisfactory

Measure: 4.2

90% of students will demonstrate effective use of ethics principles and practices in class projects. A rubric will be used to assess student work in PUR 4801 (PR Case Studies).

Result:

The goal of the measure was not met. Spring 2012 was used as a representative sample. There is only one section of this class each term. There were 35 students in the class.

80% of students demonstrated the effective use of ethics principles and practices in class projects.

Review:

○ Revision or explanation needed

◉ Satisfactory

Reflective Statement:

PUR 4801: PR Case studies is a class that is discussed frequently by faculty. The result is the result, and in no way do we want to defend it. But, we do feel students are not aware of the purpose of this class as they enter it. There seems to be some incorrect assumptions about it. It is an elective, and it is taught much like a graduate seminar. Students are put off by the method of learning, and faculty face a challenge in getting them to engage. There has been a culture of trying to slide by without really doing the amount of research and analysis required. The faculty who teach it now, and the faculty who have taught it in the past, are going to meet and discuss some best practices, and we have increased our communication to students before they register about the type of class it is. The result, we feel, is not truly indicative of the amount of emphasis placed in the class by the faculty on ethics principles and practices. This course, and this outcome, is one of several that came out of this year's assessment that will be on our agenda at our Aug. 16 program work day to discuss and evaluate. A revised outcome and measure will be added to the final version of the 2012-13 assessment if possible.

Reflective Statement Review:

○ Revision or explanation needed

◉ Satisfactory

Overall Outcome Results Review Comment:

Good, you try to fix the attention gap. Data reported satisfactorily.

Attachments:

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Outcome: 5

Students will demonstrate proficiency in performance of core skills performed in their internship. Assessment realted to student performance of core skills will be completed by professionals who supervise student interns.

Academic Learning Compact (ALC):

☑ Communication

☑ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 5.1

Students will show proficiency in performance of core skills performed in their internship when 70% or more score Outstanding. Assessments relating to student performance of core skills will be completed by professionals who supervise interns in Fall and Spring terms.

Result:

The goal of the measure was met. We used the evaluations from Spring 12 term as our sample. N= 82 for students and N=78 for professionals (some professionals have more than one intern). Professionals scored our students on the following core skills:

Proficiency with AP Style
Outstanding = 33%
Very Good = 56%

Writing Skills
Outstanding = 38%
Very Good = 54%

Research Skills
Outstanding = 50%
Very Good = 41%

Planning and Time Management Skills
Outstanding = 55%
Very Good = 39%

Teamwork Abilities
Outstanding = 75%
Very Good = 25%

Review:

◉ Revision or explanation needed

◯ Satisfactory

Measure: 5.2

Students will have gained experience core skills while interning. Students will complete a survey at the completion of their internship and 70% or more will indicate the experience was valuable to their education and professional development.

Result:

Our goal for this measure was met. In Spring 2012, our representative sample, 106 students completed internships. 64% of them rated their overall internship experience as Outstanding and 28% of them rated it as Good.

Review:

◯ Revision or explanation needed

◉ Satisfactory

Reflective Statement:

The internship evaluations from professionals indicates areas for improvement. Specifically, our writing skills should score higher, as should the AP Style mastery. The other surprising result from internship supervisors is teamwork ability receiving a rating of 75% Outstanding. This is not what we see in the classroom. Faculty will discuss these results and any plans needed to improve the lower scores.

For measure 5.2, we have adjusted the wording on next academic year's student intern survey to more accurately reflect the measure.

Since internships are required in our program, and they are so essential to prepare our students for the job market, we will continue to ask these questions on future assessments so we can monitor the effectiveness of our internship both from student and employer perspectives.

Reflective Statement Review:

◯ Revision or explanation needed

◉ Satisfactory

Overall Outcome Results Review Comment:

You get a lot of data from this outcome, so it should be a very effective tool. However, it is probably difficult to have individual professionals use equal standards.

Attachments: InternshipAssessmentSpring2012.docx
StudentInternshipAssessmentSP12.docx

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Outcome: 6

Students will demonstrate an understanding of the history and role of professioinals and institutions in shaping communication.

Academic Learning Compact (ALC):

☐ Communication

☐ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 6.1

Students in PUR 4801 (PR Case Studies) will demonstrate in presentations an understanding of individuals and institutions who have had successes and failures in communication programs. A rubric with a 5-point scale will be completed by the instructor. 70% of students will score a 3.0 or higher.

Result:

The goal for the measure was met.

Pre-test (N-38)
14% answered pre-test question correctly

Post-test (N=40)
62.8% of students answered the post-test correctly

Fall 2011 term.

Review:

○ Revision or explanation needed

◉ Satisfactory

Measure: 6.2

75% of students in ADV 3008 (Principles of Advertising) and PUR 4000 (Introduction to Public Relations) will be able to identify key individuals and institutions relevent to each field. A pre-test and post-test will be used.

Result:

Data is not available from ADV 3008. The faculty member who performed that pre-test and post-test did not have his contract renewed. His office was cleaned out in early summer, and the data with it.

The goal for our secondary course in the sample, PUR 4000, was met.

For PUR 4000, pre-test and post-test data for Spring 2012 was as follows:

Q1 (PR professional)
Pre-test: 17% answered correctly
Post-test: 63% answered correctly

Q2: (PR professional)
Pre-test: 26% answered correctly
Post-test: 73% answered correctly

Q3 (Professional organization)
Pre-test: 79% answered correctly
Post-test: 97% answered correctly

Review:

○ Revision or explanation needed

◉ Satisfactory

Reflective Statement:

In writing this year's assessment plan last year, the description of the way measure 6.1 would be measured was typed incorrectly. It was never intended to be a 3.0 or higher scale on an instructor rubric. It was always intended to be a pre-test/post-test. Results fell short of the 70%. However, this may not be the result of lack of instruction, but rather students performing poorly on an exam they did not prepare for. The course material covers ethics extensively. Student attitude was very poor, and in fact sometimes combative, this semester. Fall 2011 term was an odd one, as observed by all faculty. We noticed poor attitudes and a lack of commitment to academics in general. This outcome is still important, and faculty will discuss at the August 16, 2012 work day how to better measure this

outcome. The results of that discussion will be add to the plan after the initial review and before the final plan due date.

Reflective Statement Review:

○ Revision or explanation needed

◉ Satisfactory

Overall Outcome Results Review Comment:

The issues are well described. I think you can learn something from these results and develop ideas for improvement.

Attachments: Spring2012PUR4000Pre&PostTest[2].docx

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Outcome: 7

Students will demonstrate the ability to work in teams.

Academic Learning Compact (ALC):

☑ Communication

☐ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 7.1

70% of students will earn a minimum of 7 bonus points on peer evaluation forms assigned by students in their groups in the senior capstone course, MMC 4411: Ad/PR Campaigns.

Result:

The goal for this measure was met.

In Fall term, 75% of students earned 7 out of 10 points on peer evaluation forms filled out by students in their group.
In Spring term, 90% of students earned 7 out of 10 points on peer evaluation forms filled out by students in their group.

Review:

○ Revision or explanation needed

◉ Satisfactory

Measure: 7.2

Students enrolled in internships will be evaluated by intern supervisors as demonstrating effective teamwork skills, and 70% of students will earn a rating of "Outstanding" or "Very Good" on evaluation forms completed at the end of the semester.

Result:

The goal for this measure was met.

In Spring term, used as a representative sample, 75% of students received Outstanding for teamwork, and 27% received Very Good.

Review:

○ Revision or explanation needed

◉ Satisfactory

Reflective Statement:

Teamwork is a crucial skill in the profession we train our students to enter. Faculty saw a weakness on the part of students in Fall term in our skills courses, and intervened with lessons and exercises on teamwork for group projects. Despite the problems we saw in the classroom, students must be on their best behavior in their internships, as employers seem pleased. However, this is an issue we will continue to monitor and adjust if necessary.

Reflective Statement Review:

○ Revision or explanation needed

◉ Satisfactory

Overall Outcome Results Review Comment:

Interesting observations on class dynamics.

Attachments: InternshipAssessmentSpring2012.docx

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Outcome: 8

Students will demonstrate strategic application of research and creative skills that are tied to message points in projects.

Academic Learning Compact (ALC):

☑ Communication

☑ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 8.1

70% of students in ADV 4101 (Advertising Copywriting) and MMC 4411 (Ad/PR Campaigns) will strategically apply research and creative skills for message develop in course projects. Faculty observation in both courses will be used to complete rubrics.

Result:

The goal for this measure was met in one cource but not the other.

Spring 2012 term was used as a representative sample.

Five grading rubrics each from the two sections of Joan McCain's ADV 4101 were selected at random (a total of 10 random rubrics out of 49 rubrics). From MMC 4411, Joan McCain's section (one section out of 5 sections) was used as the sample and four rubrics from the final senior projects were used.

In ADV 4101, 60% of the student-produced projects strategically applied research and creative skills for message development.
In MMC 4411, 75% of the student-produced projects strategically applied research and creative skills for message development.

Review:

○ Revision or explanation needed

◉ Satisfactory

Measure: 8.2

70% of students in ADV 4101 (Advertising Copywriting) and MMC 4411 (Ad/PR Campaigns) will demonstrate strategic application of research and creative skills that are tied to message in class projects. A panel of professionals will review a representative sample of proejcts from each class and fill out rubrics.

Result:

The goal for this measure was met.

4 student project books from one section of ADV 410 in Spring 12 1 were selected at random, representing the work of 4 students, and all 4 books from the Fall 11 MMC 4411 course were used, which represents the work of 20 students working as a team.

90% of the ADV 4101 books were deemed by three professionals to use strategic application of research and creative skills that was tied to message.

100% of the MMC 4411 (capstone) books were deemed by three professionals to use strategic application of research and creative skils that was tied to message.

Review:

○ Revision or explanation needed

◉ Satisfactory

Reflective Statement:

In Measure 8.1, the results for Spring 12 are surprising. One variable is one of Joan McCain's ADV 4101 sections was taught in Mixed Mode for the first time and the other section was face-to-face. It is possible that the lower result is due to the mixed mode format and the research and creative lessons covered in the face-to-face mode were not as effective in an on-line environment. This would make a great topic for further study, however the mixed-mode format is not going to be continued for the course. This result will be monitored next year when both sections are face-to-face to see if it goes up.

Reflective Statement Review:

○ Revision or explanation needed

◉ Satisfactory

Overall Outcome Results Review Comment:

This is excellent reporting. There are clear goals how you can learn more by making small adjustments in the future.

Attachments:

Changes to Academic Process:

☐ Modify Frequency or Schedule of Course Offerings

☐ Make Technology Related Improvements

☑ Make Personnel Related Changes

☐ Implement Additional Training

☐ Revise Advising Standards or Process

☑ Revise Admission Criteria

☐ Other implemented or planned change

☐ No Changes to Academic Process

Explain EACH item checked above:

Two faculty members (one visiting instructor and one instructor) left after Spring 2012 term. One was not offered a permanent line after his visiting line expired, and the other is returning to the private sector. Their classes are being covered next academic year by a new visiting instructor on a reduced load (3/3 instead of 4/4), adjuncts, and a Graduate Teaching Assistant.

Given the budget outlook, it would be unwise to expect to get two new lines for academic year 2013-14. So, we are decreasing the number of students admitted to our major so we can accommodate them in reduced numbers of sections.

Losing faculty and having new, inexperienced faculty will most likely impact the quality of curriculum we can deliver. But we will make every effort to maximize our strengths and minimize our weaknesses.

Changes to Curriculum:

☐ Revise and/or Enforce Prerequisites

☐ Revise Course Sequence

☐ Revise Course Content

☐ Add Course

☐ Delete Course

Criteria:

Please comment on implemented and planned changes

☑ Clear statement of change(s)

☑ Description of how changes created improvements; make suggestions for future cycles

Review:

○ Revision or explanation needed

◉ Satisfactory

Review Comments:

It is obvious that most changes are due to other issues, not related to this assessment process. However, it is clear that the data from the assessment done here are used to identify areas of concern.

☐ Other implemented or planned change
☑ No Changes to Curriculum

Explain EACH item checked above:
No changes are planned at this time.

Changes to Assessment Plan:

☐ Revise Student Outcome Statement
☐ Revise Measurement Approach
☐ Collect and Analyze Additional Data and Information
☐ Change Method of Data Collection
☐ Other Planned Changes
☐ Plan has been reviewed and no change made
☑ No Changes to Assessment Plan

Explain EACH item checked above:
No changes are planned at this time.

Curriculum/Course-related Assessment Methods:

☐ Capstone Course
☐ Capstone Project or Performance Evaluation
☐ Case study / Simulation
☐ Course-embedded Questions
☐ Portfolio
☐ Rating Scale / Scoring Rubric (yields a grade)
☐ Assessment Rubrics (student demonstrates proficiency)
☐ Lab Journals / Reports
☐ Observation (focused on specific program outcomes)
☐ Other method

Explain EACH item checked above:

Examinations/Tests:

Standardized:

☐ Nationally-normed Exam
☐ State-normed Exam
☐ Other

Explain EACH item checked above:

Local:

☐ Post-test Only

☐ Pre-post Test

☐ Other exam or test

Explain EACH item checked above:

Surveys:

Institution (UCF):

☐ UCF Graduating Student Survey (Seniors or Graduate student)

☐ Alumni Survey

☐ Student Satisfaction Survey

☐ First Destination Survey

☐ Employee Survey

Explain EACH item checked above:

Local:

☐ Alumni Survey (Department or Program; not UCF)

☐ Customer Satisfaction Survey

☐ Exit and Other Interviews

Explain EACH item checked above:

Other Survey(s):

☐ National Survey

☐ State Survey

☐ Other Survey

Explain EACH item checked above:

Miscellaneous Assessment Methods:

☑ Advisory Board

☑ Focus Group

☐ Institutional Data

☐Student Records

☐Accreditation Reviews (e.e. SACS, NCATE, ABET)

☐Other

Explain EACH item checked above:

Every three years, we do a program assessment to audit our curriculum and make sure our courses reflect changes and needs in the professional community. This ensures we can deliver a prepared workforce. Previous program assessments have resulted in positive curriculum changes.

We perform this assessment by talking to our major's advisory board (which is largely composed of our alumni). We also conduct a focus group with recent alumni (less than 2 years experience in the field) and with key professionals both locally and nationally.

This program assessment is being completed by mid-August, and the results will be discussed at our major's area work day on Aug. 16, 2012.

Institutional Effectiveness Assessment Results Rubric
*If programs or units fail to provide any input, their results will be evaluated with "No effort (0)."

○ Beginning (1)   ○ Emerging (2)   ○ Meets Expectations (3)   ◉ Accomplished (4)   ○ Exemplary (5)

Indicators:

☑1. Complete and relevant data are provided for all measures OR if data are incomplete or missing, an explanation is provided

☑2. Data reporting is thorough (see below)
i.e.,populations are defined;sampling methods and response rates are provided with survey data, etc.

☑3. Results for each measure indicate whether the target for that measure has been met

☑4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes

☑5. Implemented and planned changes are included and are linked to assessment data, or if no changes are reported, an explanation is provided

☑6. Assessment instruments are attached or linked to if not proprietary

Additional Indicators:

☑7. Includes description of how the assessment process has been useful to your program or unit

☑8. Includes description of how IE Assessment has resulted in quality improvement initiatives

☐9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process

Summary of Assessment Process:

Think about the last few years and describe evidence-based changes that have taken place because of assessment. Also address other factors that have caused changes to be made (e.g., state mandate, accreditation review recommendations).

We introduced PUR 4110C, PR Publications, as a result of program assessment. UCF Assessment brought up the need for a more discipline-specific research methods class, and for research to be infused in more coursework. That has been accomplished.

We would like to deliver more sections of PR Publications, and just recently identified more adjuncts to do so. It is planned for Spring 2012.

Review Criteria:

(Examples: Could you be more specific? Has your benchmark remained at this level too long?)

○ Revision or explanation needed

◉ Satisfactory

Review:

It is clear that this assessment process has been very valuable for program improvements. Closing the loop will be possible in a couple of years.