

UCF Assessment

Assessment Plan and Results

Plan Year: Status: Plan Approved for DRC Report
 Program/Unit: Last Updated: 1/8/2013 10:16:32 PM

IE Assessment Rubrics
 Assessment DRC Chair Instructions
 Assessment for Unit Heads

[View/Submit Plan Review](#) [2011-2012 Plan Review](#)

Program/Unit:	Interpersonal/Organizational Communication - B.A.	DRC:	College of Sciences
Year:	2012-2013	DRC Chair:	Cynthia Y Young
Due Date:	05/01/2013	Coordinator (s):	Kim Tuorto, Boyd Lindsley, James Katt
		Reviewer(s):	Helge Heinrich

Quick Links:

Mission:

The Interpersonal / Organizational Communication Major in the Nicholson School of Communication is dedicated to serving its students, faculty, the Central Florida community and the professions associated with the field of communication. The mission of the program is to offer high-quality, academically challenging undergraduate education to equip students with discipline specific knowledge, critical thinking ability, and communication skills necessary to pursuing their academic and professional goals; to provide the program's students with the educational development that will enhance the intellectual, cultural, environmental, and economic development of the metropolitan region; to develop students' academic and professional competencies; to establish UCF as a major presence in local and global communication related professional and academic communities; and to, thereby, support the mission and vision of the University of Central Florida as a whole.

Assessment Process:

Our program Learning Outcomes underwent a year-long review and revision process beginning in Fall, 2009. The Program Learning Outcomes listed below, are the product of that process. We feel these outcomes more accurately reflect the multi-theoretical nature of our discipline (see Craig, 1999) combined with the inherent practical implications of human communication. Faculty have identified elements of individual courses that should have an impact on each Program Learning Outcome, which will allow us to move to embedded assessment items rather than the separate measures we have employed previously. These Program Learning Objectives were used for the first time for the AY2010-2011 assessment. Although there were some difficulties in the data collection process the results were usable as a starting point. Data collection for the AY2011-2012 assessment was greatly improved, however a few adjustments to the process will provide even better data for AY2012-2013.

The Program Assessment for Interpersonal/Organizational Communication will be accomplished primarily through imbedded assessments in the various core and elective courses. These courses will include Spc3301 - Interpersonal Communication, Com3120 - Organizational Communication, Com-3011 - Communication and Human Relations, Com3311 - Communication Research Methods, Com3013 - Communication and the Family, Com3110 - Business and Professional Communication, Com4014 - Gender Issues in Communication, Com4461 - Intercultural Communication, Spc3513 - Argumentation and Debate, and Com3406 - The Role of Motivation in Communication. The specific items for embedding are identified by faculty in accordance with the established Course Learning Objectives. Many of these items will be exam questions, but written assignments, oral presentations, and other evidence of student learning may also be included in the embedded items.

In addition to embedded items, we will continue to utilize several items from the Graduating Senior Survey designed to assess students' evaluations of the Program's success in developing their communication knowledge and skills.

Finally, faculty review of the AY2011-2012 results concluded that a) a third year of data should be accumulated using the embedded measures system before making major changes to the learning outcomes or measures, and b) there is, however, need for immediate improvement in the assessment of students' ability to write effectively. To address that problem the faculty elected to institute a diagnostic essay (see measure 8.2) to be administered to SPC3301 (Interpersonal Communication) sections. A specific essay prompt and assessment rubric are being developed for use in SP13. This rubric is being designed not only to assess overall writing skill, but to identify areas of the writing process most in need of improvement.

Craig, R. T. (1999). Communication Theory as a Field. *Communication Theory*, 9, 119-161.

Mission Statement and Process Comments:

Good, now the mission statement is reasonable. You considered last years' comments well.

Please consider the following:

- Concise
- Lists stakeholders
- States purpose
- States primary functions, learning outcomes, and/or operations
- Supports the institution's mission
- Uniquely related to the Academic Program/Administrative Unit

☐ Revision or explanation needed

☒ Satisfactory

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Outcome: 1

Students will be able to demonstrate understanding of constructs, terminology, and historical influences applicable to communication in various contexts.

Academic Learning Compact (ALC):

☐ Communication

☐ Critical Thinking

- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

Measure: 1.1

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the constructs, terminology, and historical influences in the context of Interpersonal Communication.

Note: As we noted in our ay2010-11 report, when collecting data from embedded questions it is not feasible to calculate results in a "X % will score at least X %" format. Thus, in subsequent years we have reported data as aggregated percentages of correct responses. We feel the benefits of using authentic, embedded data outweigh this shortcoming. Ay2012-2013 will be the third year we have used embedded measures; we will revisit possible changes to the aggregated target as we plan for ay2013-2014.

Measure: 1.2

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the constructs, terminology, and historical influences in the context of Organizational Communication.

[See note under Measure 1.1]

Measure: 1.3

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the constructs, terminology, and historical influences in the context of Communication and Human Relations.

[See note under Measure 1.1]

Outcome & Measures Review:

- ☒ Revision or explanation needed
- ☐ Satisfactory

Outcome & Measures Comment:

Please indicate if you think that all students should answer 75% correctly. Then it is not a stretch target. May be you should say something like 90% of all students will correctly answer 90% or more...

Attachments: I-O_Comm_LearningObjectivesMatrix_v04.pdf Com3120_AY11-12_IOCom.doc Spc3301_AY11-12_IOCom.doc

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Outcome: 2

Students will be able to demonstrate understanding of theories, models, and principles that apply to communication in various contexts.

Academic Learning Compact (ALC):

- ☐ Communication
- ☐ Critical Thinking

- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
☐ Not an ALC

Measure: 2.1

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the theories, models, and principles that apply to Interpersonal Communication.

[See note under Measure 1.1]

Measure: 2.2

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the theories, models, and principles that apply to Organizational Communication.

[See note under Measure 1.1]

Measure: 2.3

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the theories, models, and principles that apply to Communication and Human Relations.

[See note under Measure 1.1]

Outcome & Measures Review:

- ☒ Revision or explanation needed
☐ Satisfactory

Outcome & Measures Comment:

Same issue as for outcome 1: What is the percentage of students that reach 75% or more?

Attachments: Spc3301_AY11-12_IOCom.doc Com3120_AY11-12_IOCom.doc I-O_Comm_LearningObjectivesMatrix_v04.pdf

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Outcome: 3

Students will be able to apply theory-based communication strategies in various contexts.

Academic Learning Compact (ALC):

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

Measure: 3.1

Students will correctly answer 75% or more of the embedded questions assessing their ability to apply theory-based communication strategies in the context of Interpersonal Communication.

[See note under Measure 1.1]

Measure: 3.2

Students will correctly answer 75% or more of the embedded questions assessing their ability to apply theory-based communication strategies in the context of Organizational Communication.

[See note under Measure 1.1]

Measure: 3.3

Students will correctly answer 75% or more of the embedded questions assessing their ability to apply theory-based communication strategies in the context of Communication and Human Relations.

[See note under Measure 1.1]

Outcome & Measures Review:

- ☒ Revision or explanation needed
☐ Satisfactory

Outcome & Measures Comment:

Same issue as for outcome 1: What is the percentage of students that reach 75% or more?

Attachments: I-O_Comm_LearningObjectivesMatrix_v04.pdf I-O_Comm_LearningObjectivesMatrix_v04.pdf I-O_Comm_LearningObjectivesMatrix_v04.pdf

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Outcome: 4

Students will be able to demonstrate understanding of the processes by which social-scientific knowledge about human communication is generated.

Academic Learning Compact (ALC):

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

Measure: 4.1

Students will correctly answer 75% or more of the embedded questions assessing their ability to identify and understand various research methods used in Communication research.

[See note under Measure 1.1]

Measure: 4.2

Students will correctly answer 75% or more of the embedded questions assessing their ability to identify and understand measurement and sampling techniques used in Communication research.

[See note under Measure 1.1]

Measure: 4.3

Students will correctly answer 75% or more of the embedded questions assessing their ability to identify and understand Identify and understand quantitative and qualitative data analysis as used in Communication research.

[See note under Measure 1.1]

Outcome & Measures Review:

- ☒ Revision or explanation needed
☐ Satisfactory

Outcome & Measures Comment:

Same issue as for outcome 1: What is the percentage of students that reach 75% or more?

Attachments: Com3311_AY11-12_IOCom.doc I-
O_Comm_LearningObjectivesMatrix_v04.pdf

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Outcome: 5

Students will be able to recognize communication behaviors necessary to effectively communicate in a diverse society.

Academic Learning Compact (ALC):

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

Measure: 5.1

Students will correctly answer 75% or more of the embedded questions assessing their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Intercultural Communication (or another restricted elective course).

[See note under Measure 1.1]

Measure: 5.2

Students will correctly answer 75% or more of the embedded questions assessing their ability to recognize communication behaviors necessary to effectively communicate in a

diverse society from the perspective of Gender Issues in Communication (or another restricted elective course).

[See note under Measure 1.1]

Measure: 5.3

Students will correctly answer 75% or more of the embedded questions assessing their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Business and Professional Communication (or another restricted elective course).

[See note under Measure 1.1]

Outcome & Measures Review:

- ☒ Revision or explanation needed
☐ Satisfactory

Outcome & Measures Comment:

Same issue as for outcome 1: What is the percentage of students that reach 75% or more?

Attachments: I-O_Comm_LearningObjectivesMatrix_v04.pdf I-O_Comm_LearningObjectivesMatrix_v04.pdf I-O_Comm_LearningObjectivesMatrix_v04.pdf I-O_Comm_LearningObjectivesMatrix_v04.pdf

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Outcome: 6

Students will be able to demonstrate critical thinking in the formulation of context-specific messages and by applying theoretical concepts to practical situations.

Academic Learning Compact (ALC):

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

Measure: 6.1

Students will correctly answer 75% or more of the embedded questions assessing their ability to demonstrate critical thinking in the formulation of context-specific messages or the application of theoretical concepts to practical situations in the context of Argumentation and Debate (or another restricted elective course).

[See note under Measure 1.1]

Measure: 6.2

Students will correctly answer 75% or more of the embedded questions assessing their ability to demonstrate critical thinking in the formulation of context-specific messages or the application of theoretical concepts to practical situations in the context of Motivation in Communication (or another restricted elective course).

[See note under Measure 1.1]

Measure: 6.3

Students will correctly answer 75% or more of the embedded questions assessing their ability to demonstrate critical thinking in the formulation of context-specific messages or the application of theoretical concepts to practical situations in the context of Communication in the Family (or another restricted elective course).

[See note under Measure 1.1]

Outcome & Measures Review:

- ☒ Revision or explanation needed
☐ Satisfactory

Outcome & Measures Comment:

Same issue as for outcome 1: What is the percentage of students that reach 75% or more?

Attachments: Spc4540_AY11-12_IOCom.doc Com4462_AY11-12_IOCom.doc
 Com3013_AY11-12_IOCom.doc I-O_Comm_LearningObjectivesMatrix_v04.pdf

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Outcome: 7

Graduating students will be perceive the Interpersonal/Organizational program has helped them become a more competent communicator (speaker/listener).

Academic Learning Compact (ALC):

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

Measure: 7.1

At least 80% of the respondents to the Graduating Senior Survey will report that the Program has developed their competence as a speaker at satisfactory or above satisfactory levels.

Measure: 7.2

At least 80% of the respondents to the Graduating Senior Survey report that the Program has developed their competence as a listener at satisfactory or above satisfactory levels.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

This is ok. Here you have a stretch target.

Attachments: I-O_Comm_LearningObjectivesMatrix_v04.pdf GSS_AY11-12_IOCom.pdf

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Outcome: 8

Students will be able to demonstrate ability to write effectively in a scholarly context.

Academic Learning Compact (ALC):

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

Measure: 8.1

At least 80% of the respondents to the Graduating Senior Survey will report that the Program has developed their competence as a writer at satisfactory or above satisfactory levels.

Measure: 8.2

At least 75% of participating students will achieve a rating of above satisfactory (or better) on the diagnostic essay administered in SPC3301 Interpersonal Communication.

Outcome & Measures Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Outcome & Measures Comment:

This is a very important objective, and you use stretch targets for both measures. Especially, 8.2 can give you good information how the students' abilities are.

Attachments: I-O_Comm_LearningObjectivesMatrix_v04.pdf

Institutional Effectiveness Assessment Plan Rubric

*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

- | | | | | |
|--|--|---|---|--|
| <input type="radio"/> Beginning
(1) | <input checked="" type="radio"/> Emerging
(2) | <input type="radio"/> Meets Expectations
(3) | <input type="radio"/> Accomplished
(4) | <input type="radio"/> Exemplary
(5) |
|--|--|---|---|--|

Indicators:

- ☒ 1. Mission statement includes the following: name of program/unit, purpose, primary functions and activities, and stakeholders
- ☒ 2. Assessment process is provided and describes assessment strategies, and how the program or unit members are involved
- ☒ 3. Number of outcomes:
 - administrative units: minimum of three outcomes
 - graduate academic programs: minimum of three student learning outcomes

- undergraduate academic programs: minimum of eight student learning outcomes that incorporates academic learning compacts

☒ 4. Minimum of two appropriate measures for each outcome; at least one is a direct measure

☐ 5. Measures establish specific, quantifiable performance targets

☒ 6. Measures and targets are designed to promote improvement

Additional Indicators:

☐ 7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary

☐ 8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment

☐ 9. Describes the relationship between the Institutional Effectiveness Assessment plan and the University's Strategic Plan

Overall Comments on Outcomes and Measures:

You need to specify the percentage of students fulfilling the 75% cutoff in several measures.