

## UCF Assessment

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### Assessment Plan and Results

Plan Year:  Status: Results Approved  
 for DRC Report  
 Program/Unit:  Last Updated: 10/8/2012 2:32:19 PM

IE Assessment Rubrics  
 Assessment DRC Chair Instructions  
 Assessment for Unit Heads

[View/Submit Results Review](#)   [2010-2011 Results Review](#)

Program/Unit:	Interpersonal/Organizational Communication - B.A.	DRC:	College of Sciences
Year:	2011-2012	DRC Chair:	Cynthia Y Young
Due Date:		Coordinator (s):	Kim Tuorto, Boyd Lindsley, James Katt
		Reviewer(s):	Helge Heinrich

#### Quick Links:

#### Mission:

The goal of the Interpersonal / Organizational Communication Major in the Nicholson School of Communication is to equip students with discipline specific knowledge, critical thinking ability, and communication skills necessary to pursuing their academic and professional goals. Course content focuses on theoretical and practical issues associated with design and exchange of messages within a network of interdependent individual, small group or public relationships, in a variety of contexts.

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 (information was not ready in time for embedding some early assesments, some faculty failed to submit data, some data that were compiled in such a way that they could not be analyzed, there was some confusion regarding the newly installed Course Learning Objectives, etc.), the results were usable and we look forward to doing a better job of data collection for the AY2011-2012 assessment.

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

**Assessment Process:**

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 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.

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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.

**Result:**

Data were collected during the assessment period from 80 students enrolled in Spc3301 (Interpersonal Communication). The students correctly answered 81.2% of embedded questions pertaining to demonstrating an understanding of constructs, terminology, and historical influences applicable to communication in various contexts. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed
- Satisfactory

**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.

**Result:**

Data were collected during the assessment period from 44 students enrolled in Com3120 (Organizational Communication). The students correctly answered 84.6% of the embedded questions pertaining to their understanding of the constructs, terminology, and historical influences in the context of Organizational Communication. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**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.

**Result:**

Data were collected during the assessment period from 193 students enrolled in Com3011 (Communication and Human Relations). The students correctly answered 79.3% of the embedded questions pertaining to their understanding of the constructs, terminology, and historical influences in the context of Communication and Human Relations. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Reflective Statement:**

It is a positive reflection on the program and faculty to find that all aspects of Outcome 1 exceed the objectives. We feel that using the embedded questions gives us more authentic data and untimely will provide a clearer assessment than our previous plans. If this trend (exceeding the standard on all measures) continues during the next assessment period we will consider examining area where we might discover more room for improvement.

**Reflective Statement Review:**

- Revision or explanation needed  
 Satisfactory

**Overall Outcome Results Review Comment:**

OK, just two spelling errors: '...and **ultimately** will provide a clearer assessment than our previous plans. ... consider examining **areas** where we ...'  
Good you look into finding new ways of assessing success of the program after a few years

of consistent measures.

**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.

**Result:**

Data were collected during the assessment period from 80 students enrolled in Spc3301 (Interpersonal Communication). The students correctly answered 79.2% of embedded questions pertaining to demonstrating an understanding of the theories, models, and principles that apply to communication in various contexts. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed
- Satisfactory

**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.

**Result:**

Data were collected during the assessment period from 44 students enrolled in Com3120 (Organizational Communication). The students correctly answered 80.1% of the embedded questions pertaining to their understanding of the theories, models, and principles that apply to Organizational Communication. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**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.

**Result:**

Data were collected during the assessment period from 193 students enrolled in Com3011 (Communication and Human Relations). The students answered 78.2% of the embedded questions pertaining to their understanding of the theories, models, and principles that apply to Communication and Human Relations. This percentage exceeds the objective and is similar to last year's results, suggesting a sustainable level of performance.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Reflective Statement:**

Again, it is a positive reflection on the program and faculty to find that all measures of Outcome 2 exceed the objectives. We believe the embedded questions give us more authentic data and untimely will provide a clearer assessment than our previous assessments.

**Reflective Statement Review:**

- Revision or explanation needed  
 Satisfactory

**Overall Outcome Results Review Comment:**

Fine results. May be you should aim at 80%.

**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.

**Result:**

Data were collected during the assessment period from 80 students enrolled in Spc3301 (Interpersonal Communication). The students correctly answered 80.8% of embedded questions pertaining to their ability to apply theory-based communication strategies in the context of Interpersonal Communication. This percentage exceeds the objective and suggests a sustainable level of performance.

**Review:**

- Revision or explanation needed  
 Satisfactory

**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.

**Result:**

Data were collected during the assessment period from 44 students enrolled in Com3120 (Organizational Communication). The students correctly answered 79.5% of the embedded questions pertaining to their ability to apply theory-based communication strategies in the context of Organizational Communication. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**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.

**Result:**

Data were collected during the assessment period from 221 students enrolled in Com3011 (Communication and Human Relations). The students correctly answered 79.6% of the embedded questions pertaining to their ability to apply theory-based communication strategies in the context of Communication and Human Relations. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Reflective Statement:**

The objective was exceeded for each of the three measures. This reflects well on the program.

**Reflective Statement Review:**

- Revision or explanation needed  
 Satisfactory

**Overall Outcome Results Review Comment:**

You should aim higher, may be 80%. Good reporting. By the way I can't read any of the attachment files.

**Attachments:** I-O\_Comm\_LearningObjectivesMatrix\_v04.pdf Com3120\_AY11-12\_IOCom.doc Spc3301\_AY11-12\_IOCom.doc

[Top](#)**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.

**Result:**

Data were collected during the assessment period from 78 students enrolled in Com3311 (Communication Research Methods). The students correctly answered 77.9% of the embedded questions pertaining to their ability to identify and understand various research methods used in Communication research. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed

Satisfactory

**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.

**Result:**

Data were collected during the assessment period from 78 students enrolled in Com3311 (Communication Research Methods). The students correctly answered 80.5% of the embedded questions pertaining to their ability to identify and understand various research methods used in Communication research. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**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.

**Result:**

Data were collected during the assessment period from 87 students enrolled in Com3311 (Communication Research Methods). The students correctly answered 74.9% of the embedded questions pertaining to their ability to identify and understand quantitative and qualitative data analysis as used in Communication research. This percentage falls within 1/10 percent of the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Reflective Statement:**

The mean average (77.8%) of the three measures for Outcome 4 meets the objective. We feel these results are based on authentic data, the quality of which will only improve as we make adjustments to improve the data collections process.

**Reflective Statement Review:**

- Revision or explanation needed  
 Satisfactory

**Overall Outcome Results Review Comment:**



One of the issues I see in these embedded questions is the similarity of results. Why are all results between 74.9% and 84.6%? I would expect a larger variation of data from different courses and questions. One problem is often to design questions that are equally difficult, causing quite some variability in the result. I don't see this here, how do you make questions equally difficult?

**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).

#### **Result:**

Data were collected during the assessment period from 40 students enrolled in Com4461 (Intercultural Communication). The students correctly answered 82.8% of the embedded questions pertaining to their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Intercultural Communication. This percentage exceeds the objective.

#### **Review:**

- Revision or explanation needed
- Satisfactory

### **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).

#### **Result:**

Data were collected during the assessment period from 75 students enrolled in Spc4540 (Attitudes and Communication). Students correctly answered 83.2% of embedded questions pertaining to their ability to recognize communication behaviors necessary to effectively communicate in a diverse society. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**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).

**Result:**

Data were collected during the assessment period from 33 students enrolled in Com3110 (Business & Professional Communication). The students correctly answered 77.6% of the embedded questions pertaining to their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Business and Professional Communication. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Reflective Statement:**

Once again the results affirm the program, exceeding the objective in each case. This result, combined with last year's result suggests a sustainable level of performance.

**Reflective Statement Review:**

- Revision or explanation needed  
 Satisfactory

**Overall Outcome Results Review Comment:**

Good reporting. Aim higher next year.

**Attachments:** I-O\_Comm\_LearningObjectivesMatrix\_v04.pdf Com4461\_AY11-12\_IOCom.doc Spc4540\_AY11-12\_IOCom.doc Com3110\_AY11-12\_IOCom.doc

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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).

**Result:**

Data were collected during the assessment period from 74 students enrolled in Spc4540 (Attitudes and Communication). The students answered 85.6% of the embedded questions pertaining to 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 Attitudes and Communication. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed
- Satisfactory

**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).

**Result:**

Data were collected during the assessment period from 40 students enrolled in Com4462 (Conflict Management). The students answered 85.5% of the embedded questions pertaining to 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 Conflict Management. This percentage exceeds the objective

**Review:**

- Revision or explanation needed
- Satisfactory

**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).

**Result:**

Data were collected during the assessment period from 36 students enrolled in Com3013 (Communication& the Family). Students correctly answered 84.5% of embedded questions pertaining to 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. This percentage exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Reflective Statement:**

The results again affirm the program, exceeding the objective in each case.

**Reflective Statement Review:**

- Revision or explanation needed  
 Satisfactory

**Overall Outcome Results Review Comment:**

Here the results appear better than in previous measures. Is there a reason for it?

**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.

**Result:**

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 182 graduating seniors who responded to the item, 91.2% agreed or strongly agreed that the program "developed my competence as a speaker." This exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**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.

**Result:**

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 182 graduating seniors who responded to the item, 94.9% agreed or strongly agreed that the program "developed my competence as a listener." This exceeds the objective.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Reflective Statement:**

According to the existing measures, the program does very well with regard to helping students become more competence communicators. Given our discipline, we would expect our student to fare well on this objective. We are looking for ways to create authentic, embedded assessments for this objective, which will be used in addition to the GSS data.

**Reflective Statement Review:**

- Revision or explanation needed  
 Satisfactory

**Overall Outcome Results Review Comment:**

Here you certainly should aim higher with the percentages. It would also be interesting to see how many students did not graduate with a BA.  
What is the ratio of successful versus non-successful students?

**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.

**Result:**

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 182 graduating seniors who responded to the item, 82.8% agreed or strongly agreed that the program "developed my competence as a writer." This meets the objective.

**Review:**

- Revision or explanation needed
- Satisfactory

**Measure: 8.2**

At least 80% of students will score at the satisfactory or above satisfactory level on embedded written assignments in selected Interpersonal/Organizational Communication restricted elective courses.

**Result:**

Results from 36 students were assessed based an embedded writing assignment for Com3013 (Family Communication). The assessment rubric was directed at two writing skills: presenting the material and analysis of the material. Outcomes for Presentation of Material indicated 86.1% were "Excellent" or "Acceptable." Outcomes for the Analysis of Material indicated 82.9% were "Excellent" or "Acceptable." These outcomes meet the objective.

**Review:**

- Revision or explanation needed
- Satisfactory

**Reflective Statement:**

From these data, it appears that our students' writing meets the expectations of the learning objective. Prior to this year, we relied only on GSS data to assess writing competence. We feel good about having incorporated embedded writing samples, but have anecdotal evidence that while students feel the program has helped them improve their writing, this improvement may not be sufficient for them to feel confident in their writing abilities. In the

upcoming year's assessment, we intend to include a diagnostic essay, which will provide a richer picture of our students' level writing competence and guide us in making instructional adjustments to help them become more confident writers.

**Reflective Statement Review:**

- Revision or explanation needed  
 Satisfactory

**Overall Outcome Results Review Comment:**

I think the diagnostic essay is a good idea for assessment purposes. I assume this would be part of the required program for senior students.

**Attachments:** I-O\_Comm\_LearningObjectivesMatrix\_v04.pdf

**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:**

n/a

**Changes to Curriculum:**

- Revise and/or Enforce Prerequisites  
 Revise Course Sequence  
 Revise Course Content  
 Add Course  
 Delete Course  
 Other implemented or planned change  
 No Changes to Curriculum

**Explain EACH item checked above:**

- Last year at this time we were in the formative stages of developing an introductory "hot topics" in human communication course that would survey the research-driven nature of our discipline, helping students better understand the

**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:**

I think 3 years of consistently using the same measures (apart from the specific percentage goal) are fine.

This gives an opportunity to review trends over the years. I think percentage goals should be increased. Faulty involvement in the assessment process has improved.

commonalities of the seemingly diverse elements that comprise our discipline. That course is now scheduled to be offered during the SP13 semester. We are of the opinion that this course will be of help to students considering a major in Interpersonal/Organizational Communication \and provide an advance organizer for students already in the major.

- We have completed the pre-planning and curriculum plan for a health communication certificate program. The COS Curriculum Committees has our proposal under review and we hope to have the program in place by no later than FA13. We are continuing to investigate the feasibility of establishing other undergraduate certificate programs (e.g. conflict resolution, intercultural communication). If found to be feasible, these certificate program(s) could be launched as early as AY2013-2014.

#### **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:**

We have just completed the second year of assessment under our new system. Although we are pleased with the results thus far, we plan to collect larger data samples, include diagnostic writing instruments, continue to update and refine the embedded measures, and improve data collection procedures. The improvement of the process from last year to this year has been substantial, but to process is still a work in progress.

#### **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:**

Continue using embedded assessments combined with data from GSS and other measures.

**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:**

**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 have just completed the second year of assessment under our new system. Although we are pleased with the results thus far, we plan to collect larger data samples, include diagnostic writing instruments, continue to update and refine the embedded measures, and improve data collection procedures. The improvement of the process from last year to this year has been substantial, but the process is still a work in progress.

**Review Criteria:**

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

Revision or explanation needed

Satisfactory

**Review:**

This is a good report. In the future percentages should be increased. And you should think about questions and measures that yield more differentiating data, where you can distinguish statistical variations from real effects.