



**University of Central Florida
2012-13 Academic Program Review
Undergraduate Program Self-study**

Program:	Advertising/Public Relations, B.A.
Program Director/Coordinator Name:	
Program Self-study Contact: (if different from above)	
Self-study Contact Email:	
Self-study Contact Phone Number:	

Instructions: Please respond to each of the following items, providing interpretations, self-assessment and reflection where appropriate. Please limit your responses to a maximum of 25 pages. Most reports will be around 15 pages.

SECT. 1. PROGRAM OVERVIEW

1.1 Provide the following:

- a. program mission (refer to program's institutional effectiveness (student learning outcomes) assessment plan)
(a comprehensive statement that describes the purpose(s) of the program, including its main functions, activities, and stakeholders)

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.

- b. if applicable, program goals and/or objectives other than those articulated in the program's institutional effectiveness (student learning outcomes) assessment plan and Academic Learning Compacts (ALCs) available at http://www.oegas.ucf.edu/alc/academic_learning_compacts.htm

1.2 Discuss how the program(s) support(s) the following:

- a. UCF goals (see <http://president.ucf.edu/documents/MissionVisionGoalsNov242009.pdf>)

- b. State University System of Florida goals (see <http://www.flbog.org/about/strategicplan/>)

SECT. 2. PROGRAM COORDINATION AND ADMINISTRATION

2.1 Describe how the following functions are administered:

- a. general program administration (e.g., Is there a program coordinator and/or program committee? What is his or her role or function?)

- b. student recruitment

- c. student curricular (academic) advising and mentoring, including career mentoring

SECT. 3. PROGRAM DEMAND AND PRODUCTIVITY

- 3.1 If applicable, discuss the degree program's state-approved "limited access" or university-approved "restricted access" status. Note the reason(s) why limiting or restricting access to the program is necessary.

- 3.2 Examine the program admissions and enrollment data provided by the Office of Institutional Research. Reflect on the growth or decline in demand for your program and comment on the future potential demand for the program.

During the Fall 2011 semester 325 students were enrolled in the advertising and public relations program, the second-largest NSC program by enrollment that semester. In Fall 2005 there were 246 students enrolled in the program. Based on the increased number of enrolled students in the major from 2005 to 2011 the data indicates continuing demand for the program. Projections by the Office of Institutional Research estimate enrollment of 378 students in the program by 2020.

- 3.3 If applicable, describe the program's participation in the GEP.

- 3.4 If applicable, identify other UCF programs outside your department that are supported by the program's courses. Explain the extent of the support.

- 3.5 Refer to the department and program data provided by the Office of Institutional Research and discuss the productivity of your program in terms of the following:

- a. student credit hours generated (this may be difficult to disaggregate by program; respond as best you can on this indicator)

- b. retention

- c. degrees awarded

d. time-to-degree

- 3.6 Reflect on the internal demand noted above as well as external market demand and discuss your ability to meet this demand now and in the future.
-

SECT. 4. COMPARATIVE ADVANTAGE

- 4.1 List the aspects of the curriculum that make the program distinctive.
-

- 4.2 List competing program(s), particularly those within the State University System of Florida.
-

SECT. 5. PROGRAM QUALITY

- 5.1 If the program is in a discipline where accreditation (or certification) is available, please identify the official name of the accrediting entity. Note whether or not the program has sought accreditation and the program's current accreditation status.
-

- 5.2 If applicable, discuss program accreditation results and the primary conclusions, recommendations, and follow-up required.
-

- 5.3 If applicable, provide the program's criteria for admission.

- 5.4 If applicable, describe the national reputation or recognition of the program and list the sources of the reputation or ranking indices.

- 5.5 If applicable, provide licensure pass rates for 2009-10 through 2011-12. Include the total number of students attempting the exam and the total number who pass.

- 5.6 Discuss placement rates for graduates of your program (e.g., job placement rates, graduate school placement rates, types of jobs, caliber of graduate schools).

- 5.7 Describe curriculum changes and other curricular accommodations made in the last three years, particularly those intending to improve program quality and to respond to employer needs.

- 5.8 Refer to the program's Academic Learning Compacts (available at http://www.oeas.ucf.edu/alc/academic_learning_compacts.htm) and institutional effectiveness (student learning outcomes) assessment results and plans (available at <http://www.assessment.ucf.edu/>) and reflect on each of the following:

a. extent to which students are achieving planned outcomes

b. how the institutional effectiveness assessment process has resulted in program improvements over the last three years

- 5.9 Reflect on student perceptions of program quality based on appropriate data sources (e.g., institutional effectiveness assessment results, Graduating Senior Survey results, alumni survey data).

SECT. 6. STUDENT CHARACTERISTICS AND QUALITY

- 6.1 Refer to the university data provided by the Office of Institutional Research. Comment on and discuss the program's student characteristics over time in the following categories, as appropriate. If applicable, comment on any significant changes in the characteristics during the review period or areas in need of improvement.

a. high school GPAs and test scores (e.g., SAT, ACT) of enrolled students

b. mix of full-time and part-time students

c. mix of FTIC, community college transfer, other transfer, and non-degree seeking students

d. mix of gender and ethnicity among students enrolled in the program

- 6.2 Discuss the general quality of the program's applicant pool (if applicable) and enrolled majors over the review period.

- 6.3 Provide a brief summary of student accomplishments during the review period in the following areas:

a. awards at the national, regional, state, university and college levels

- b. significant scholarly and creative works and activities completed outside of regular classroom activity (e.g., publications, presentations, performances) - include the nature of the activity and the venue and note whether the activities were refereed or juried

- c. other noteworthy student accomplishments

SECT. 7. CURRICULUM AND COURSE OFFERINGS

- 7.1 Describe any interdisciplinary and/or international aspects of the program.

- 7.2 [Click here](#) to review the state-approved lower-level common prerequisites for the degree program. If the degree program is not in compliance, please explain in detail how it will be updated during fall 2012 to bring it into compliance for 2013-14.

- 7.3 Identify all required (e.g., core) courses for the program and describe the typical rotation in which each is offered (e.g., one section every fall term), noting any point during the past three years (2009-10 – 2011-12) when the standard rotation was not followed and why.

- 7.4 List any instructional sites (including regional campus and other sites) off the Orlando campus where any portion of the program is available via face-to-face instruction (e.g., P or M modes). (Note that Research Park is considered part of the Orlando campus.)

- 7.5 Using UCF's *Instructional Site and Distance Learning Activity Early Warning Reporting Methodology* (provided by Academic Affairs), note the percent of the program that is available via a distance learning (e.g., W, V, RV) mode of instruction.

SECT. 8. STUDENT ENGAGEMENT

- 8.1 Describe opportunities for students in the program to engage in research and creative activities.

- 8.2 Describe any student internship opportunities and indicate if they are required or optional. If optional, discuss participation rates.

- 8.3 Describe any other engagement activities available to students in the program (e.g., co-op, service learning, study abroad) and indicate if they are required or optional. If optional, discuss participation rates.

SECT. 9. SWOT ANALYSIS

- 9.1 List program strengths.

- 9.2 List program weaknesses.

- 9.3 List program barriers, threats, and unique vulnerabilities (e.g., loss of one faculty member may result in inability to offer program).

- 9.4 Discuss potential opportunities in the following areas:

a. actions to improve program quality

- b. new ventures to increase demand or improve competitiveness (e.g., internal or external partnership opportunities)

- c. actions to achieve productivity gains (e.g., recruitment, non-traditional instructional delivery systems)

- d. actions to improve efficiency and reduce cost

- e. other opportunities not addressed above