

UCF Assessment

Assessment Plan and Results

Plan Year: Status: Plan Approved for DRC Report
 Program/Unit: Last Updated: 12/13/2017 2:55:06 PM

We strongly recommend not copying directly from Microsoft Word or Excel to the rich text boxes as the text being copied may contain html and/or xml code which may hinder how the document is viewed. We suggest to first paste the text to notepad, then copy the text from notepad to the rich text box.

Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward
 Assessment Coordinator Instructions

View/Submit Plan Review  2016-2017 Plan Review

Program/Unit:	Advertising/Public Relations - B.A.	DRC:	College of Sciences
Year:	2017-2018	DRC Chair:	Elizabeth Grauerholz
Due Date:		Coordinator(s):	Kim Tuorto, Joan McCain, Lindsay Neuberger
		Reviewer(s):	Amy Donley

Quick Links:

Mission:

What is the primary purpose and functions of the program/unit? Who are the stakeholders?

The Advertising-Public Relations program is committed to serving its stakeholders who are comprised of students, alumni, the professional community and the Central Florida community.

The mission of the program is to prepare students for careers in the widely diverse fields of advertising and public relations by providing a high-quality education to students in core values, ethics and the concepts, strategies, and techniques of strategic communication, and to promote student engagement that influences real-world experience through internships, partnerships and community involvement.

Assessment Process:

Who is conducting the assessment? What are they doing? What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)? How will you review and analyze the data? How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?

Ad-PR program assessment strategies are designed to measure student understanding and mastery of the values and competencies outlined by our discipline's leading accrediting body: the Association of College Educators in Journalism and Mass Communication (ACEJMC). The plan includes direct and indirect measures for mastery of skills, understanding of concepts, critical analysis, and effective teamwork practices. The direct measures are accomplished by faculty implementation of pre- and post-test in lecture classes (Dr. Timothy Sellnow in PUR 4400, Drs. Dodd and Rubenking in MMC 3420), faculty observation of student performance (Ms. Joan McCain, Dr. Melissa Dodd, Ms. Lindsay Hudock, and Mr. Gary LaPage) in ADV 4101, MMC 4411, and PUR 4801; and completion of rubrics in skills courses, (Ms. Joan McCain, Ms. Lindsay Hudock, Dr. Melissa Dodd, Mr. Gary LaPage, and Mr. Doug

Blemker) in ADV 4101, MMC 4411, and PUR 3100; professional panels evaluating student portfolios (alumni and members of the major's advisory board); as well as industry professionals completing assessment forms for the interns they supervise in a semester (a key stakeholder group). Surveys completed by students completing internship also contribute to indirect measures (another key stakeholder). Results of the data collected will be discussed and analyzed with the Ad-PR faculty to continuously strive to improve the program. The Ad-PR program presents its assessment (results and intentions for the next plan) to the NSC faculty and staff annually at the faculty workday in August.

Relationship to Strategic Plan:

How are one or more of the outcomes or measures linked to the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level. Describe in explicit terms the alignment with strategic planning. You can find the UCF Collective Impact Strategic Plan through the hyperlink above or by going to the assessment login page under 'Related UCF Links,' click on 'Strategic Plan.'

Outcomes one through five all strive toward both the program and the University's strategic initiative to provide undergraduate excellence through an educated citizenry that focuses on the core knowledge, analytical and application abilities, values, ethics and oral and written communication skills graduates will need to be successful in their careers. Outcomes six through eight relate to community impact and professional excellence through our partnerships with local employers and professional organizations in the local, national and global community.

Mission, Process & Strategic Plan Comments:

You have addressed all of the questions and subquestions thoroughly.
AD 11/5

- Zack's notes 12/1/17
- Mission:
 - Good.
- Assessment Process:
 - Pretty good. It appears that most of the prompt questions have been addressed.
- Relationship to Strategic Planning:
 - Sufficient for now. With the new Collective Impact Strategic Plan that was released in 2016, the university wants us to start moving toward explicitly connecting individual assessment outcomes/measures to specific metrics within the strategic plan. Currently, the description in this section makes more generalized broader connections. In the future please look to dig a little deeper in the strategic plan and link to more specific objectives.

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

Top

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

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in the major's capstone course MMC 4411: Advertising Campaigns will complete their final group project assignment and will demonstrate their ability to satisfactorily present proposals, plans, and strategies at a professional-readiness level. Student work will be evaluated by faculty observation utilizing the following 5-point scale (1= ideas were satisfactorily presented; 2= ideas were satisfactorily presented and visually enhanced; 3= ideas were satisfactorily presented, visually enhanced, and point clearly articulated; 4= ideas were satisfactorily presented, visually enhanced, point clearly articulated, objectives were stated and met; 5= ideas were satisfactorily presented, visually enhanced, point clearly articulated, objectives were stated and met with a high degree of quality). A minimum of 75% the projects will score a 3.0 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

☒ Yes

☐ No

Specify prior year's results:

Advertising/Public Relations - B.A.

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| <input checked="" type="checkbox"/> 1.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 | <input type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | | |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

As identified in the assessment results students were having difficulty writing clear objectives and strategies. Curriculum changes were made to include the introduction of a campaign development tool used in the professional world. This tool provides a pathway for structured analysis in campaign development. Incorporating this tool to enhance student learning will guide students to define a communication problem, research consumer perceptions, and filter their campaign strategies through the model. The faculty member will then evaluate the campaigns for improved focus in writing, research methods and critical thinking, which will hopefully show better results in objectives and strategies, a key element in the capstone course, next cycle.

Measure: 1.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in the major's capstone course MMC 4411: Advertising Campaigns will complete their final group project assignment and will demonstrate their ability to satisfactorily present proposals, plans, and strategies at a professional-readiness level. Student work will be evaluated by an industry panel utilizing the following 5-point scale (1= ideas were satisfactorily presented; 2= ideas were satisfactorily presented and visually enhanced; 3= ideas were satisfactorily presented, visually enhanced, and point clearly articulated; 4= ideas were satisfactorily presented, visually enhanced, point clearly articulated, objectives were stated and met; 5= ideas were satisfactorily presented, visually enhanced, point clearly articulated, objectives were stated and met with a high degree of quality). A minimum of 75% of the campaign books (final projects) will score a 3.0 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

It is always valuable to get the feedback from this key stakeholder group even if it does not reflect a need to change the measure.

Outcome & Measures Review:

- ☒ Revision or explanation needed
☐ Satisfactory

Outcome & Measures Comment:

For Measure 1.1, could you explain specifically what change has been made? AD 11/5

- Zack's notes 12/1/17
 - Outcome 1: outcome statement looks good.
 - Measure 1.1:
 - Measure statement is good.
 - I agree with the reviewer we would like to know more specifics about the changes made. When discussing changes please include 1) what change was made? 2) why the change was made? 3) how it is expected to improve results for this measure?
 - Measure 1.2:
 - Measure is good.
-
- Zack's notes 12/13/17
 - Revisions were made to measure 1.1 to better explain the changes that were made.

Attachments: Measure 1.1 Sp16-Fa16.docx MMC4411IndustryPanelReportSp16-Fa17.docx

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Outcome: 2

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: 2.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in the major's capstone course MMC 4411: Advertising Campaigns will complete their final group project assignment and will demonstrate their ability to satisfactorily work as a team. The

groups usually consist of four students working together from beginning to end on an advertising campaign. Upon completion of the project each member will complete a peer evaluation form for each of their team members using a 10 point system. Students will be rated on each category: professional behavior (1 point), punctual and consistent meeting attendance (2 points), collaborative participation (3 points), responsiveness to emails, calls and texts (3 points), timely submission of materials (3 points). It is expected that 90% of the students will receive 7 points or higher out of the 10 points possible.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This outcome is about monitoring this important skill our students will need in their professional career.

Measure: 2.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in ADV 4941 or PUR 4941: Internship, will demonstrate effective teamwork behaviors during their internship experience. Internship supervisors responding to the question "how would you describe your intern's teamwork abilities" on the evaluation, will rate the intern as outstanding, very good, needs improvement, or unsatisfactory. At least 90% of the students will be rated as at least very good or outstanding.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

It is always valuable to get the feedback from this key stakeholder group even if it does not reflect a need to change the measure.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

No changes for outcome two are planned this year. Both measures have high percentage goals for student performance. AD 11/5

- Zack's notes 12/1/17
- Outcome 2: outcome statement looks good.
- Measure 2.1:

- Looks pretty good, I have just one nitpicky suggestion. Since the students are being evaluated by each member of their group, I think it would be more accurate if the last sentence, the target statement said, "...90% of the students will receive an average score of 7 points or higher out of the 10 points" or something similar just to clarify.
- Measure 2.2:
 - Looks good.

Attachments: Measure_2.2_Results.docx Measure 2.1 Sp16-Fa16.docx Intern Supervisor Evaluation.xlsx

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Outcome: 3

Students will demonstrate an understanding of quantitative and qualitative research methods and basic statistical analysis.

Academic Learning Compact (ALC):

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

Measure: 3.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in the major's capstone course MMC 4411: Advertising/Public Relation Campaigns will complete their final group project assignment and will demonstrate their ability to satisfactorily use appropriate research methods in the final group project. Student work will be evaluated by an industry panel utilizing the following 5-point scale (1= research was satisfactorily presented; 2= research was satisfactorily presented, cited, and summarized; 3= research was satisfactorily presented, cited, summarized and appropriate for the project and objective; 4= research was satisfactorily presented, cited, summarized, appropriate for the project and objective. Additionally it was smartly organized. 5=research was satisfactorily presented, cited, summarized, appropriate for the project and objective. Additionally it was smartly organized and visually appealing. A minimum of 75% of the student's campaign books (final projects) will score a 3.0 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☒ Yes
- ☐ No

Specify prior year's results:

Advertising/Public Relations - B.A.

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| <input type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 | <input type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | | |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

As we continue to revise course content and make curriculum changes we expect to see an increase in student learning outcomes.

Measure: 3.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students enrolled in MMC 3420 will fill out pretest surveys with at least ten questions on research terminology, processes, or functions (that will be explained and demonstrated later in the term) to help determine the level of research methods knowledge they have coming into the course. At the end of the term, a posttest survey will be conducted to test their level of understanding and awareness of research terminology, processes, or functions. Topics will include: measures of central tendency, standard deviation, hypotheses, random (probability) sampling vs. non-random sampling, validity, reliability, copy testing/pilot testing, ratings, shares and public relations research process. The target is that 80% or more of the students will answer the questions on terminology, process or functions on the post test accurately.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☒ Yes
☐ No

Specify prior year's results:

Advertising/Public Relations - B.A.

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| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 | <input type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1 | <input checked="" type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | | |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

As we continue to revise course content and make curriculum changes we expect to see an increase in student learning outcomes particularly in the areas that were identified where students were struggling this last cycle.

Outcome & Measures Review:

- ☒ Revision or explanation needed
☐ Satisfactory

Outcome & Measures Comment:

As in outcome 1, could you specify what changes are being made or have already been made? AD 11/5

- Zack's notes 12/1/17
- Outcome 3: Looks good.
- Measure 3.1:
 - Measure statement is fine.
 - As the reviewer noted, we need to see more specifics regarding the changes. 1) what change was made? 2) why was the change made? 3) how is it expected to improve the results for this measure?
- Measure 3.2:
 - Measure statement is good.

- We need more specifics about the changes. 1) What change was made? 2) Why was the change made? i.e. what areas were students struggling with? 3) How is the change expected to improve the results for this measure.

Attachments: Measure3.1Sp15-Fa15.docx 3.2 sample questions.docx Measure 3.2 Rubric Results.docx

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Outcome: 4

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: 4.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in PUR3100: Writing for PR will complete a pre (early in the term test) and post test (at the end of the term) on AP Style rules and guidelines. Tests will be reviewed by faculty, students should score at least 50% better on the post test than they did on the pre- test; the target will be that 90% of the students will score a grade of 75 or better on the post test.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
- ☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This outcome has been on every assessment of our program because it is the singular most important skill our graduates need to be successful in the professional world. So this outcome is about monitoring consistently and responding appropriately.

Measure: 4.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in PUR3100: Writing for PR will demonstrate critical thinking and analysis skills in their News release assignment. The student's original assignment will be reviewed on a rubric by faculty and rated in each category: used AP style and guidelines, concise writing, punctuation and grammar, and accuracy using a 5 point scale (1=poor, 2=fair, 3=acceptable, 4=good and 5=excellent) 75% of the

students will score 3 or higher in each area.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This outcome has been on every assessment of our program because it is the singular most important skill our graduates need to be successful in the professional world. So this outcome is about monitoring consistently and responding appropriately.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

Outcome 4 has 2 clear measures with no planned changes. AD 11/5

- Zack's notes 12/1/17
- Outcome 4:
 - Outcome statement is good.
- Measure 4.1:
 - measure looks good.
- Measure 4.2:
 - measure looks fine.

Attachments: 4.1 PUR3100_Fall2016.xlsx 4.2 2016NRScoresAverage.csv
PRWriting_Assessment_Fall2016.docx

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Outcome: 5

Students will demonstrate the ability to use critical thinking and analysis skills in final projects.

Academic Learning Compact (ALC):

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

Measure: 5.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in PUR 4400: Crisis Communication in their final group project will successfully analyze a company or organization's ability to respond in crisis. Faculty will complete rubrics on the assignment

a three point scale will be used for the introduction and a seven point scale will be used to assess the strengths, weaknesses, recommendations and writing quality of the project with zero being the lowest and seven the highest. It is expected that 70% of students will score a 2.0 or higher on the introduction and a 5.0 or better on the 7 point scale in each of the other categories (strengths, weaknesses, recommendations and writing).

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This is a relatively new measure but it is extremely important because critical thinking skills for our students to develop because our stakeholders expect new hires to have that ability.

Measure: 5.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in ADV 4101: Advertising Copywriting will demonstrate critical thinking/analysis and writing skills in their Creative Brief assignment. The student's original projects will be reviewed on a rubric by faculty and rated in two categories: applied appropriate strategies and project was well written. Using a 5 point scale (1=poor, 2=fair, 3=acceptable, 4=good and 5=excellent) 80% of the students will score 3 or higher in each area.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☒ Yes
☐ No

Specify prior year's results:

Advertising/Public Relations - B.A.

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| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input checked="" type="checkbox"/> 5.2 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 | <input type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | | |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

We have stretched the target from 75% to 80% and implemented pedagogical changes to the course in academic year 2017-18. A pattern emerged last cycle that students confused an idea with a tactic and they repeated writing and grammar mistakes that had been previously corrected. In this cycle, to improve learning, modules have been introduced in the first two weeks of the course to help students understand how to identify communication problems, and how to differentiate between ideas and tactics. Faculty theorized that students just copy the old assignment for subsequent assignments with the corrected version in a back pack or file ignored. To prevent repeated writing and grammar mistakes, assignments must be completed sooner (previously one week was given), and the grade will not be final until the assignment corrections have been made and uploaded in Webcourses. To improve understanding of tactics versus ideas, faculty theorize that completing the assignment sooner

than seven days after the topic is discussed in class the material may be easier to recall and implement. The additional class discussion will hopefully yield better understanding.

Outcome & Measures Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Outcome & Measures Comment:

Clear outcomes and measures. The change to Measure 5.2 is good as students have been meeting the previous goal in previous assessment cycles. AD 11/5

- Zack's notes 12/1/17
- Outcome 5:
 - Outcome statement is good.
- Measure 5.1:
 - looks pretty good.
- Measure 5.2:
 - measure statement looks good.
 - Stretch target is good, but please let us know what the previous target was for reference.
 - With the pedagogical changes please be more specific. 1) What changes were made? 2) Why were the changes made? 3) How are they expected to improve the results for this measure.
- Zack's notes 12/13/17
- Changes were made to 5.2 to better explain the changes that were made.

Attachments: Measure 5.1 Results.docx Measure5.2 new Rubric.docx

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Outcome: 6

Students will demonstrate proficiency in performance of core skills performed in their internships.

Academic Learning Compact (ALC):

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

Measure: 6.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in ADV 4941 or PUR 4941: Internship, will demonstrate proficiency in performance of core skills performed on the evaluation completed by professionals who supervise interns. Supervisors will rate each student intern as outstanding, very good, needs improvement, or satisfactory in each of the following core skills: AP style guidelines, research skills, time management skills and teamwork abilities. This past year we stretched the target for this measure (from 70% last year) to at least 80% of the student will be rated as at least very good or outstanding in each core skill.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior

year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
- ☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This outcome has been on every assessment of our program because it is an important skill our graduates need to be successful in the professional world. So this outcome is about monitoring consistently and responding appropriately.

Measure: 6.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in ADV 4941 or PUR 4941: Internship, will rate how well their internship provided experience in the following core skills: applying AP style guidelines, research skills, time management and teamwork abilities. It is expected that 80% of the students will rate their intern experience on their final evaluation in each of the core skills as outstanding or very good (on the scale of outstanding, very good, fair or poor).

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☒ Yes
- ☐ No

Specify prior year's results:

Advertising/Public Relations - B.A.

- | | | | | | |
|------------------------------|------------------------------|------------------------------|---|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 | <input type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input checked="" type="checkbox"/> 6.2 | | |

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

Based on DRC suggestion, we have stretched the target to 80%.

Outcome & Measures Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Outcome & Measures Comment:

It is understandable that you want to keep some measures unchanged to be able to to assess trends in the program on key outcomes. The stretch goal for outcome 6.2 is good. AD 11/5

- Zack's notes 12/1/2017
- Outcome 6: Outcome statement is good.
- Measure 6.1:
 - looks pretty good.
- Measure 6.2:
 - looks pretty good.
 - With the stretch target please let us know what the target was previously for reference.

Attachments: Measure_6.1_Sp16-Fa16.docx student internship evaluation.xlsx Intern Supervisor Evaluation.xlsx

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Outcome: 7

Students will understand and demonstrate proficiency in the use of creative strategies and skills.

Academic Learning Compact (ALC):

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

Measure: 7.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in ADV 4941 or PUR 4941: Internship, will demonstrate proficiency in creative skills during the internship experience. Internship supervisors responding to the question "how would you describe your intern's creative skills" on the evaluation will rate the intern as outstanding, very good, needs improvement, or unsatisfactory. At least 80% of the students will be rated as at least very good or outstanding.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
- ☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This outcome has been on every assessment of our program because it is an important skill our graduates need to be successful in the professional world. So this outcome is about monitoring consistently and responding appropriately.

Measure: 7.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students who have completed the graduating senior survey Ad-PR program specific question https://jfe.qualtrics.com/preview/SV_0kWGtbW9ddIXLa5 number 12: "Agree or disagree: My Ad-PR classes helped me develop creative solutions to communication problems" using the scale of strongly agree, agree, neutral, disagree, strongly disagree, 80% will agree or strongly agree.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

It is always valuable to get feedback on our students' perception of the quality of our program.

Outcome & Measures Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Outcome & Measures Comment:

No changes planned for this outcome. AD 11/5

- Zack's notes 12/1/17
- Outcome 7: Outcome statement looks good.
- Measure 7.1:
 - looks pretty good.
- Measure 7.2:
 - looks pretty good.

Attachments: Intern Supervisor Evaluation.xlsx Measure_7.2_Sp16-Fa16.docx Measure_7.1_SP16-Fa16.docx

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Outcome: 8

Students will demonstrate proficiency in written communication skills.

Academic Learning Compact (ALC):

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

Measure: 8.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in ADV 4941 or PUR 4941: Internship, will demonstrate proficiency in written communication skills during the internship experience. Internship supervisors responding to the question "how would you describe your intern's writing skills" on the evaluation will rate the intern as outstanding, very good, needs improvement, or unsatisfactory. At least 85% of the students will be rated as at least very good or outstanding.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior

year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
- ☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

It is always valuable to get the feedback from this key stakeholder group even if it does not reflect a need to change the measure.

Measure: 8.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students who have completed the graduating senior survey Ad-PR program specific question https://jfe1.qualtrics.com/preview/SV_0kWGTbW9ddIXLa5 number 2: "Agree or disagree: My internship(s) helped me develop my writing skills for a profession in Advertising/Public Relations" using the scale of strongly agree, agree, neutral, disagree, strongly disagree, 85% will agree or strongly agree.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

- ☐ Yes
- ☒ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

It is always valuable to get feedback on our students' perception of the quality of our program.

Outcome & Measures Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Outcome & Measures Comment:

No changes planned to Outcome 8. AD 11/5

- Zack's notes 12/1/17
- Outcome 8: outcome statement looks good.
- Measure 8.1:
 - looks pretty good.
- Measure 8.2:
 - looks pretty good.

Attachments: Measure_8.1_Sp16-Fa16.docx Measure_8.2_Sp16-Fa16.docx Intern Supervisor Evaluation.xlsx

Mentoring - Coordinator

1. In what ways did you interact and receive feedback from your assigned IE Assessment Divisional Review Committee (DRC) reviewer(s) and DRC Chair? (Check all that apply)

- ☐ Email

- ☐ Phone
- ☐ Meetings
- ☐ From the DRC Review in the IE Assessment Web Application
- ☐ I received communication, but was not able to connect with my mentor(s)
- ☒ None prior to the first submission of the plan to the DRC for review
- ☐ Other (Please specify)

2. Choose the statement below that best describes how you used the feedback from your assigned IE Assessment Divisional Review Committee reviewer(s) or DRC Chair.

- ☐ Feedback helped to improve this plan
- ☐ Feedback did not result in improvements to this plan
- ☐ Feedback will help to improve a future plan
- ☒ The plan is being submitted to the DRC for initial review
- ☐ Other (Please specify)

Mentoring - DRC Chair and Reviewer(s)

1. In what ways did you interact and provide feedback to the coordinator(s), faculty or staff member(s) involved with this IE Assessment Plan. (Check all that apply)

- ☐ Email
- ☐ Phone
- ☐ Meetings
- ☐ From the DRC Review in the IE Assessment Web Application
- ☐ I attempted contact, but was not able to connect with the assessment coordinator(s)
- ☒ None prior to the initial submission of the plan to the DRC for review
- ☐ Other (Please specify)

2. Choose the statement below that best describes how the coordinator(s), faculty or staff members involved with this IE Assessment plan used the feedback.

- ☐ Feedback helped to improve this plan
- ☐ Feedback did not result in improvements to this plan
- ☐ Feedback will help to improve a future plan
- ☒ The plan was submitted to the DRC for initial review
- ☐ Other (Please specify)

Institutional Effectiveness Assessment Plan Rubric

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

- ☐ Beginning (1) ☐ Emerging (2) ☐ Maturing (3) ☐ Accomplished (4) ☒ Exemplary (5)

Indicators:

- ☒ 1. Mission statement describes the primary purpose, functions, and stakeholders of the program/unit.

The mission statement should be specific to the program or unit.

- ☒ 2. Assessment process describes the program or unit's assessment strategy; how that strategy is translated into outcomes and measures; and the process for reviewing, analyzing, and applying assessment data for program/unit improvement.

The assessment process statement should paint a clear picture of all major aspects of the program or unit's Institutional Effectiveness Assessment process. This may include a description of how the plan

evolves over time and how it produces continuous quality improvement for the program or unit. This narrative should be written for "external" reviewers so that someone not familiar with the program or unit will, after reading this statement, have a good understanding of how the program or unit pursues data-driven continuous quality improvement.

✔ 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 incorporate academic learning compacts

For academic programs, course grades and/or GPA may NOT be used as the metric for a measure.

✔ 4. Number and type of measures: For the required outcomes per indicator #3 above, a minimum of two appropriate, quantitative measures, at least one of which is a direct measure.

What constitutes a "direct measure" is contextually dependent. For academic program plans, a "direct measure" is typically assessment of student learning, while a survey of students' self-perceived efficacy would be considered an indirect measure. For an administrative unit measuring customer satisfaction, a survey instrument could be a direct measure.

✔ 5. Measures for the outcomes that meet the minimum requirements listed in indicator #3 establish specific performance targets.

For those outcomes and measures that satisfy the minimum requirements (per Indicators 3 and 4) each measure should identify a quantitative variable and establish a specific target outcome. This requirement does not apply to any additional outcomes/measures (beyond the minimum requirements) that a program or unit includes in its plan.

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

Assessment instruments (unless proprietary) should be submitted along with the plan either as attachments or links to online instruments. In the event an instrument is still in development when the plan is submitted, a brief description of the planned instrument along with a timeline for implementation may be attached. When this occurs, the program or unit should attach the final instrument to the subsequent Results Report.

Additional Indicators:

✔ 7. The plan explicitly links one or more outcomes or measures to strategic planning.

Administrative units and academic programs should align one or more elements of an IE Assessment plan with the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level.

✔ 8. The plan clearly focuses on formative assessment to promote continuous quality improvement (e.g., establishes baseline data, sets stretch targets based on past performance, etc.).

IE Assessment is a formative process. The primary purpose is to collect data that will help identify opportunities for continuous quality improvement. This is best evidenced when baseline data reveal an opportunity for improvement and a "stretch" target is set accordingly. In general, when a target for a measure is 100% or when a measure is written to "maintain" a particular level of performance, it is unlikely that the measure has strong formative potential.

✔ 9. The plan builds on previous assessment by including at least one measure to assess the impact of an implemented change, demonstrating a "closed loop" IE Assessment process.

Collecting data that will be used to evaluate the impact of an implemented change is central to the IE Assessment process. Measures designed for this purpose are the means to close the IE Assessment loop.

Overall Comments on Outcomes and Measures:

The AD/PR assessment team consistently does a great job preparing assessment plans and results. The program more importantly demonstrates how assessment is used to improve student outcomes. Increased detail on how changes have been made in the classroom in changes measures could lead to checking box 9 as well. AD 11/5

- Zack's notes 12/1/17
 - Overall the plan is very strong. The reviewer and I are in agreement that it be rated a 4-accomplished at the moment. We are unable to check rubric item #9 related to implementing a change to create a closed loop, because while it was indicated in the plan that a few changes were made the explanations are too vague. We need to know more specifically what changes were made. We would also like to know why the changes have been made and how the changes are expected to improve the results of the given measures.
 - I'm going to hold this for now and email the coordinators asking if they want me to send it back so they can address that to raise the rating to 5-exemplary, or if they are happy with accepting the 4-accomplished rating and want me to approve the plan as is.
-
- Zack's notes 12/13/17
 - Revisions were made to measure 1.1 and 5.2 to better explain the changes that were made that will affect the results of those measures. We are now able to give credit for rubric item #9 and have raised the rating to 5-Exemplary. The plan is approved.

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