

UCF Assessment

Assessment Plan and Results

Plan Year: 2012-2013 ▼ Status: Results Approved for DRC Report
 Program/Unit: Advertising/Public Relations - B.A. ▼ Last Updated: 11/14/2013 5:02:48 PM

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UCF IE Assessment Rubrics - 2009-2010 Plans & Results to 2012-2013 Plans & Results
 Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward
 Assessment Coordinator Instructions

View/Submit Results Review  2011-2012 Results Review

Program/Unit:	Advertising/Public Relations - B.A.	DRC:	College of Sciences
Year:	2012-2013	DRC Chair:	Cynthia Y Young
Due Date:		Coordinator(s):	Kim Tuorto, Boyd Lindsley, Joan McCain
		Reviewer(s):	Helge Heinrich

Quick Links:

Mission:

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

Assessment Process:

Our assessment strategies are designed to measure student understanding and mastery of the values and competencies outlined by our discipline's leading accrediting body: the Association of Educators in Journalism and Mass Communication (AEJMC). The plan includes direct and indirect measures for mastery of skills, understanding of concepts, creative ability, and effective teamwork practices. The direct measures are accomplished by faculty implementation of pre- and post-test in lecture classes (Dr. Timothy Coombs, Dr. Sherry Holladay, Ms. Lindsay Hudock, Mr. Jim Hobart); faculty observation of student performance (Dr. Denise DeLorme, Ms. Joan McCain, Ms. Ryan Sheehy, Ms. Lindsay Hudock); and completion of rubrics in skills courses, (Ms. Joan McCain, Ms. Lindsay Hudock, Ms. Ryan Sheehy, Dr. Denise DeLorme); 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).

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Outcome: 1

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

Academic Learning Compact (ALC):

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

Measure: 1.1

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

A total of 24 (**N = 24**) campaign projects were randomly selected from three skills courses: **ADV 4101**: Advertising Copywriting (Fall term), **PUR 3311**: Writing for PR (Spring), and **MMC 4411**: Ad/PR Campaigns (capstone) in Spring (the semester with the largest number of graduating seniors). In addition to the class scoring for the projects, faculty were asked to complete an assessment-specific rubric (attached, with annotated results) to evaluate the different levels of achievement for this outcome. **OUTCOME ACHIEVED: 95%.**

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 1.2

Students will be able to present proposals, plans and strategies based on assigned projects in ADV 4101 and MMC 4411. 75% off campaign books, reports, or projects from each class will receive a 4.0 rating or higher after review by a panel of industry professionals who will complete rubrics on a 5-point scale.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include

data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

A total of 24 (**N = 24**) campaign projects were randomly selected from three skills courses: **ADV 4101**: Advertising Copywriting (Fall term), **PUR 3311**: Writing for PR (Spring), and **MMC 4411**: Ad/PR Campaigns (capstone) in Spring, the semester with the largest number of graduating seniors. This random sample of projects was taken to a panel of industry professionals, made up of our alumni and our advisory board, who were asked to complete the same rubric as faculty used in Measure 1.1. **OUTCOME ACHIEVED: 100%**

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Thanks to indicators from the last assessment, we were able to make some adjustments in teaching methods in the skills classes for the academic year reflected in this year's assessment. We enhanced lessons on how to synthesize research and tell a compelling story with it in presentations--both on paper and in live presentations. Faculty believe this enhancement played a role in this positive outcome. However, faculty also agree that we do have a higher caliber of student in our courses this academic year compared to last, and we must give them some of the credit. That increase in student quality is most likely due to improvements in our admission procedure, which we do not evaluate in assessment. We are tracking it in other ways, though. Lastly, we saw the repeated tendency of our industry panel to grade our students higher than faculty do. We take this as a positive, as we do push them in these skills classes, and perhaps are overly critical to get that level of perfection. Professionals understand that those employees right out of college need some level of mentoring, and we are fortunate that our alumni base is willing to provide it.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

This is a good report on the achievement and on changes implemented due to previous assessment. Future years will show if the quality of students can be maintained.

DRC CHAIR REVIEW:

Addressing the entire report:

This is a very strong assessment report.

The only indicator that is missing is #9- "Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully 'closed loop' process."

There are many mentions in most measures of changes that have been made or will be made due to assessment, but there is no evidence of these changes leading to improvement. Include comparisons to previous years' data so we can easily track if improvements have taken place. In instances where we have shown improvement be sure to indicate the specific changes that may have accounted for it.

In the outcome 4 reflective statement you come very close when you mention "A few Assessments

back" having seen improvement after making some changes, but there is no data comparison or evidence to show it.

With the continued current effort plus some data comparisons as evidence of improvement this program will easily reach an "exemplary" rating.

Attachments: Measure 1 Rubric Results.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

Students will perform satisfactorily in team projects. 70% of students will receive 7 points out of 10 on peer evaluation forms completed by team members.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

Peer evaluation scores were added up for 20 students, who were in four groups of 5 students each. **(N = 4) OUTCOME ACHIEVED: 100%.** Annotated rubrics are attached.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 2.2

Students will demonstrate effective teamwork behavior. Students in internships (ADV 4941 and PUR 4941) will be evaluated for teamwork by their internship supervisors using a 4-point scale of Outstanding, Very Good, Needs Improvement, Unsatisfactory. 75% will receive Very Good or Outstanding.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include

data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

We are using Spring 2013 as our sample because it is the largest internship pool.

Internships surveys for Spring 2013: **33%** of intern employers rated students Very Good, and **76%** rated students Outstanding for teamwork. (**N = 108**)

OUTCOME ACHIEVED

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Faculty are pleased with the outcomes achieved, as teamwork is an essential skill for our graduates. And, this assessment period, we drilled down to specific qualities of effective teamwork behavior, and had students score each other on those specific qualities. (This was a result of last year's assessment.) When we saw these results, our discussion centered on the weak parts, and that is, essentially, time management. Students do everything at the last possible minute (as do many professionals, certainly). We felt it was essential to their professional development and success that we find ways to communicate, monitor, and assess this time management deficiency in any creative way we could. As a result of this assessment, we are incorporating a "time management" element into projects submitted in our cornerstone courses to set the tone for future classes and introduce the skill concept.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Good reporting. Time management skills are a good addition.

Attachments: Measure2.1EvaluationForm.doc Measure 2 Rubric Results.docx
Measure2.2Survey.pdf

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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

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

A random sample of 6 books (**N = 6**) were taken from two sections of ADV 4101: Advertising Copywriting in Fall term, and a random sample of six books were taken from two sections of MMC 4411: Ad/PR Campaigns (capstone) in Spring 2013 term (our largest graduating student pool). (**N = 6**) Industry professionals evaluated the books against a rubric. **OUTCOME ACHIEVED:** 91% of students were graded 3.0 or above on a 5.0 scale. Annotated rubric is attached.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 3.2

80% of students in MMC 3420 (Mass Media Research Methods) will demonstrate a knowledge of sound research methodology. Students will fill out pre-test surveys with questions on research terminology, processes, or functions that will be explained and demonstrated later in the term, and post-test will be conducted to test their understanding and awareness level of same .

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

FALL 2012

Pre test: 24% of students demonstrated knowledge of sound research methodology (Q1). (**N = 156**)
Pre-test: 12% of students demonstrated knowledge of sound reseach terminology (Q2) (**N=155**)

Post test: 84% of students demonstrated knowledge of sound research methodology (Q1). (**N = 164**)
Post-test: 79% of students demonstrated knowledge of sound research terminolgoiy (Q2) (**N = 164**)

Outcome fell 1% point short of goal for the post-test on research terminolgoiy, and was exceeded by

4% for methodology.

We conduct the pre-test and post-test for this measure in Fall term only, as enrollment in the class are usually higher than Spring term.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Research is a required course not only in our major, but also in Radio-Television. who are also in the class. Each major has different expectations going into the course, and will ultimately use research in different ways. These two stakeholder groups are, for the most part, not interested in careers where they will use research day to day, so they do not always embrace, or appreciate, the subject matter of this course. Despite that, we are pleased that the outcomes are achieved, and that learning rises above bad attitude.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

A good improvement of student knowledge. Why is N larger for post test?

Attachments: Measure 3.1 Rubric Results.docx Measure3.2.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

90% of students in PUR 3100 (Writing for PR) will demonstrate a proficiency in AP Style rules. A scored pre-test of AP Style rules and guidelines that will be covered in the course will be administered early in the term. A scored post-test on the same AP Style rules and guidelines will be given at the end of the term. 90% of the students will score a C average or better.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

Outcome goal was exceeded by 10%.

FALL 2012

Pre-test: 8% of students demonstrated proficiency in AP Style rules. **(N = 40)**

Post-test: 100% of students scored a C average or better on AP Style rules. **(N = 40)**

SPRING 2013

Pre-test: 10% of students demonstrated proficiency in AP Style rules. **(N = 38)**

Post-test: 100% of students scored a C average or better on AP Style rules. **(N = 38)**

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 4.2

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

We use Spring 2013 for our sample because it is our largest internship pool.

SPRING 2013 (N = 102)

38% of intern employers rated students' ability to write in a concise, journalistic style either Very Good and 62% rated them Outstanding.

Outcome achieved.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an

improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Frequent assessment feedback is to change outcomes and measures once you have strong results. The logic behind that feedback is not questioned. Our faculty feel quite strongly that no matter how good our results in these particular measures, we must assess it every year. This is the most important, in-demand skill our employer stakeholders expect from our students. By measuring it every year, we will be able to track dips and adjust when necessary. A few assessments back, we saw improved scores after we made adjustments in curriculum, adding an online component to conduct drills for AP Style mastery. Consistent, annual assessment like in this example makes those positive changes possible.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Nice review how changes impacted progress here. One of the most important issues that is not (and may be can not be) addressed here is retaining knowledge beyond the semester a student took a course. If AP-style writing is featured in this course, how will this skill be carried over into the 4th year and ultimately in a well developed skill that an employer seeks to see from an applicant.

Attachments: Measure4.2Survey.pdf Measure4.1.docx

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Outcome: 5

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

Academic Learning Compact (ALC):

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

Measure: 5.1

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

Due to a shortage of faculty, we did not teach this course last year. So there are no results to report.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 5.2

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

Due to a shortage of faculty, we did not teach this course last year. So there are no results to report.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Ethics is an important topic for public relations professionals, for advertising professionals, and for students. The Public Relations Society of American and the American Advertising Federation both have a Code of Ethics. The lack of data to report for measures on students' understand of ethics has nothing to do with faculty's understanding of the importance of ethics teachings, but lies solely in the fact that we could not hire faculty as a result of budget cuts, and we can't offer 5 classes in our curriculum.. As a faculty, we brainstormed other ways to present ethics in our core curriculum to compensate. And while it is no replacement for what is lost, it is better than nothing.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

I hope this changes soon.

Attachments:

Top

Outcome: 6

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

Academic Learning Compact (ALC):

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

Measure: 6.1

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

We used data from Spring 2013 as it is our largest internship pool

SPRING 2013 (N = 86)

Writing ability: 46% of intern supervisors rated students Outstanding; 51% rated students Very Good. **(N=106)** Outcome Achieved

Research: 58% of employers rated students Outstanding; 39% rated students Very Good **(N=109)** Outcome Achieved

Planning and Time Management: 56% of intern employers rated students Outstanding; 37% rated students Very Good. **(N = 109)** Outcome Achieved

We exceeded our goal in each core skill. **Outcome achieved**

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 6.2

Students will have gained experience in the major and profession's core skills while interning. Students will complete a survey at the completion of their internship experience, and 80% or more will indicate the experience was valuable to their education and professional development.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include

data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

We used data from Spring 2013 as it is our largest internship pool.

SPRING 2013 (N = 105)

Students were asked to rate how well their internship provided them experience in the following core skills:

Writing: 25% said Outstanding; 38% Very Good

Research: 44% said Outstanding, 37% said Very Good

Planning and Time Management: 62% said Outstanding; 30% said Very Good.

We exceeded our goal in each core skill. **Outcome Achieved**

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Our internship program truly is the strength of our program. It meets so many of the missions of the University-- such as creating partnerships and providing high quality undergraduate education. Assessment provides a tool to measure what is an invaluable part of our program. By monitoring employers' assessment of our students' core skills, we have been able to adjust curriculum to improve when necessary.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Measure 6.1 could get a higher yardstick, e.g. 80%. Good report.

Attachments: Measure6.1.docx Measure6.2.docx

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Outcome: 7

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

Academic Learning Compact (ALC):

- ☐ Communication
- ☒ Critical Thinking

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

Measure: 7.1

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

Due to a shortage of faculty, we were not able to offer this class last year, not are we able to offer it this year. So there is no data to report.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 7.2

75% of students in ADV 3008 (Principles of Advertising) and PUR 4000 (Introduction to Public Relations) will be able to identify key individuals and institutions relevant to each field. A pre-test with multiple choice answers on institutions and individuals that will be covered in the course will be given. On Test 1, the same, or very similar questions, will be asked as a post-test. 75% of students will answer the questions correctly.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

To manage the logistics of tabulating pre-tests in these large lecture classes, which have 300 students each, we decided to use one class as the test group in Fall and the other class in Spring.

FALL 2012: ADV 3008

A Visiting Instructor was assigned to this course last academic year. He did not conduct the pre-test, so there is no data to report for Fall 2012.

SPRING 2013: PUR 4000

Pre-test

Q1: 15% answered correctly

Post-test

Q1: 62% answered correctly

Pre-test

Q2: 21% answered correctly
Post-test
Q2: 68% answered correctly

Pre-test
Q3: 69% answered correctly
Q3: 98% answered correctly

Outcome achieved, and slightly exceeded.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

This outcome is on our program assessment because the Association for Education in Journalism and Mass Communication (AEJMC), our accrediting body, lists it as one of the 11 points by which it measures excellent programs. While we are not pursuing accreditation currently, we are proud of our ability to follow the standards AEJMC sets forth. It is helpful when speaking to prospective students and their families.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Good report. in 7.2 for Q 3 the second data point is from a post-test, I assume.

Attachments: Measure7.2.docx

Top

Outcome: 8

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

Academic Learning Compact (ALC):

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

Measure: 8.1

70% of students in ADV 4101 (Advertising Copywriting) and MMC 4411 (Ad/PR Campaigns) will strategically apply research and creative skills for message development in course projects. Faculty

observation in both courses will be used to complete rubrics.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

Fall 2012 N = 6 (6 randomly selected final campaign projects from 2 sections of ADV 4101: Advertising Copywriting)

91% of the books scored a 3 out of 5 or higher. (Annotated rubric attached)

Spring 2013 N = 6 (6 randomly selected final campaign projects from 2 sections of MMC 4411: Ad/PR Campaigns)

100% of the books scored a 3 out of 5 or higher (Annotated rubric attached)

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 8.2

70% of students in ADV 4101 (Advertising Copywriting) and MMC 4411 (Ad/PR Campaigns) will demonstrate strategic application of research and creative skills that are tied to message points in class projects. A panel of professionals will review a representative sample of projects from each class and fill out rubrics. Rubrics will be developed (revised and enhanced from existing--and admittedly weak--rubrics) before the academic year begins and attached on next year's assessment. 80% of students will score a 4.0 or higher on a 5-point scale.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

Fall 2012 N = 6 (6 randomly selected final campaign projects from 2 sections of ADV 4101: Advertising Copywriting)

100% of the books scored a 3 out of 5 or higher. (Annotated rubric attached)

Spring 2013 N = 6 (6 randomly selected final campaign projects from 2 sections of MMC 4411: Ad/PR Campaigns)

100% of the books scored a 3 out of 5 or higher (Annotated rubric attached)

Review:

- ☒ Revision or explanation needed

☐ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

The professional community has rated the same sample higher on strategic application of research and creative skills than faculty. This is a consistent pattern in all our assessments where we have measured this. The feedback from professionals in this process is invaluable to our curriculum development and is, quite frankly, the most valuable part of the assessment process. We have a chance to meet one-on-one with a key stakeholder group--the ones who employ our graduates--and discuss strengths, weaknesses, and the speed with which our profession is changing. As it applies to this measure, they do tell us that the level of strategy students demonstrate in these projects is impressive (even the lower scoring sample books), and our students truly do more and higher quality research for class projects than they would their first year on the job. We are very proud of this feedback.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Measure 8.2 should look at students with a score of 4.0 or higher, your report however mentions 3.0 to higher. Please use correct scale 4 or higher in future year reports. The data should be Fall 12: N=5, 4 of 5 =80%, for Spring 13: N=7, 6 of 7= 86%. So measure fulfilled.

Attachments: Measure 8 Rubric Results.docx

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:

We enhanced the rubrics for each measure where one was required for this year's assessment. We will add a new one next year for the Social Media outcomes.

Examinations/Tests:

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:

You and the faculty did a good job at reviewing the program using assessment as one item to find points where improvement can be attempted.

DRC CHAIR REVIEW:

The implemented and past changes are great. very

thorough and concise. Just remember to show evidence of improvement that results from these changes so that we can check off "closing the loop", and this report can be "exemplary" next time.

Standardized:

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

Explain EACH item checked above:**Local:**

- ☐ Post-test Only
- ☐ Pre-post Test
- ☐ Other exam or test

Explain EACH item checked above:**Surveys:****Institution (UCF):**

- ☐ UCF Graduating Student Survey (Seniors or Graduate student)
- ☐ Alumni Survey
- ☐ Student Satisfaction Survey
- ☐ First Destination Survey
- ☐ Employee Survey

Explain EACH item checked above:**Local:**

- ☐ Alumni Survey (Department or Program; not UCF)
- ☐ Customer Satisfaction Survey
- ☐ Exit and Other Interviews

Explain EACH item checked above:**Other Survey(s):**

- ☐ National Survey
- ☐ State Survey
- ☐ Other Survey

Explain EACH item checked above:**Miscellaneous Assessment Methods:**

- ☐ Advisory Board

- ☐ Focus Group
- ☐ Institutional Data
- ☐ Student Records
- ☐ Accreditation Reviews (e.e. SACS, CAEP, ABET)
- ☐ Other

Explain EACH item checked above:

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:

The assessment process has guided us to make an admission process change that is being implemented for next catalog year. We now require a grade of "A" or "B" in English Comp I and II. Because of the internship employer feedback on the need for students to be strong writers, we felt this was reflective of our desired curriculum standards. If we don't have to focus on remedial writing tasks in our skills courses, we can spend more time on message development, which meets employers' expectations.

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:

We are dedicating one section of our newest course, MMC 3630: Social Media as Mass Communication, as a majors-only course, and it will be taught by our newest hire, Dr. Melissa Dodd. After last year's assessment results were discussed at our Area Workday, we knew we needed to enhance the outcomes for this course to remain current with industry needs. This majors-only section will begin Fall 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 will replace one outcome with a new outcome and measurement for social media skills. These will be added to the professional panel review and faculty observation.

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 Quality Improvements:

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).

Assessment has led to changes in our admission process, where we stressed writing proficiency and mastery. Previously, students came into the major not understanding the skills we focus on and were not able to perform well in class, or perform optimally in internships. By setting the tone in admission, we believe it will continue to improve student performance, and certainly satisfaction.

Our advisory board has guided us to develop curriculum around social media, which is a fast-changing facet of our field. There are no standards, no best practices. The structure of

Review Criteria:

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

- ☐ Revision or explanation needed
- ☒ Satisfactory

Review:

You clearly show that the assessment process can be efficiently used to make small or big changes in the curriculum and in course content.

DRC CHAIR REVIEW:

assessment has helped us establish important and measurable outcomes that will provide a framework for future evaluation and adjustments as the practice evolves.

Addressing the entire report:

This is a very strong assessment report.

The only indicator that is missing is #9- "Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully 'closed loop' process."

There are many mentions in most measures of changes that have been made or will be made due to assessment, but there is no evidence of these changes leading to improvement.

Include comparisons to previous years' data so we can easily track if improvements have taken place. In instances where we have shown improvement be sure to indicate the specific changes that may have accounted for it.

In the outcome 4 reflective statement you come very close when you mention "A few Assessments back" having seen improvement after making some changes, but there is no data comparison or evidence to show it.

With the continued current effort plus some data comparisons as evidence of improvement this program will easily reach an "exemplary" rating.

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