

UCF Assessment

Assessment Plan and Results

Plan Year: 2013-2014 ▼ Status: Results Approved for DRC Report
 Program/Unit: Advertising/Public Relations - B.A. ▼ Last Updated: 4/14/2015 1:50:53 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 Results Review  2012-2013 Results Review

Program/Unit:	Advertising/Public Relations - B.A.	DRC:	College of Sciences
Year:	2013-2014	DRC Chair:	Cynthia Y Young
Due Date:	08/31/2014	Coordinator(s):	Kim Tuorto, Boyd Lindsley, Joan McCain
		Reviewer(s):	Alisha Janowsky

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, Ms. Joan McCain); faculty observation of student performance (Dr. Denise DeLorme, Ms. Joan McCain, Dr. Melissa Dodd, Ms. Lindsay Hudock); and completion of rubrics in skills courses, (Ms. Joan McCain, Ms. Lindsay Hudock, Dr. Melissa Dodd, 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).

Relationship to Strategic Plan:

Our outcomes related to journalistic style writing, which are assessed by faculty and by professionals who hire our interns, directly links to the University's Goal 1: Offer the best undergraduate education available in Florida. Our large and popular internship program, measured in several outcomes, links to the University's Goal 5: Be America's leading partnership University.

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

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.

- ☒ Target met
- ☐ Target not met

ADV 4101 N = 8 team project books (32 students) Fall 2013
100% of the projects evaluated by faculty received 3.0 or higher.
PUR 3100 N = 8 team project books (32 students) Spring 2014
100% of the projects evaluated by faculty received a 3.0 or higher.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Results are relatively similar to last year's results.

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% of 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.

- ☒ Target met
- ☐ Target not met

Reviewers from the professional community evaluated the projects, and scored more than 75% of them with a 4.0 rating or higher.

ADV 4101 Fall 2013 (N = 8 team project books, or 32 students) PUR 3100 Spring 2014 (N = 8 team project books, or 32 students)

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

There was not a significant difference in results when compared to last year. Faculty feel this shows continuity in instruction.

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).

Results for this year were very similar to last year's data, which is always good to see. Faculty feel this demonstrates consistency in instruction and rigor. However, one course used in last year's assessment was not used in this year's assessment: MMC 4411: Ad/PR Campaigns. This is our capstone course, and a crucial course to measure the effectiveness of our program. Due to the hiring moratorium, the

faculty member whose projects were used for assessment was re-assigned to teach the survey course. The other faculty member who teaches it was on sabbatical. So, every section of capstone was taught by adjuncts. Despite efforts to encourage and train the adjuncts, who are working professionals in the Orlando community, on what was needed for assessment, there was resistance, and with all the demands of teaching assignment changes, it was not pursued. So while it is good that the core classes evaluated (PUR 3100 and ADV 4101) are consistent, we feel the loss of data from MMC 4411. But the budget is what it is, and the hiring challenges continue this academic year, so next year's plan will be missing data from that course as well.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

AJ 11/11: This looks good and your explanation for lack of data and issues moving forward is very clear (great attachment). If you know this is going to be an issue for next year's cycle, you may want to go ahead and change this measure for the full year (instead of explaining why data is missing again next year). It would also be useful to add further explanation to this outcome and its measures in next year's plan. That is, discuss (and label) the courses themselves and explain the project books so it is clear how these are measures of the stated outcome.

- Zack's notes 4/13/15
- I would like to see data reported more thoroughly for both measures (since 1.1 was 100% it is not quite as important as for 1.2).... In 1.2 it basically tells us that the goal was reached, but nothing more. It is stated that more than 75% recieved a 4.0 or better... what was the actual percentage that recieved a 4.0 or better? I'd like to see a break down of the percentage of students at each level. How many scored a 5, 4, 3, 2, and 1. I'd also like to see the break down for each course (I know you included this in the attachment but some discussion here would be nice too)... the more granular we get with the data the better able we are to draw conclusions about what is working and what areas could use improvement. Some reflection on the results data beyond why some data is absent would also strengthen the report.

Attachments: Measure 1 Rubric Results[1].docx

Top

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.

- ☒ Target met
- ☐ Target not met

On peer evaluation forms for group work in ADV 4101: Advertising Copywriting (N = 20), 100% of students earned a 7 out of 10 or higher. Data was not collected in PUR 3100: Writing for PR as the class was taught by adjuncts who did not collect data.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

The results are virtually the same as last year's results.

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.

- ☒ Target met
- ☐ Target not met

In Spring 2014, 99.1% (N = 107) of students received a rating of outstanding or very good.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

The results are similar to last year.

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 pleasantly surprised every year at the ratings employers give to student interns. It is nice to know they behave better in the professional community than they do sometimes in the classroom or in a campus situation.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

AJ 11/11: Good. In moving into your plan for next year it would be good to elaborate on measure 2.1. You seem to have specific courses and assignments from these classes in mind here but those are not explicitly stated. Also, if you are continuing to see improvement you may want to add a stretch target here.

- Zack's notes 4/13/15
- I agree with the reviewers comments regarding elaborating on the assignments and increasing the target. things to consider for future plans.
- Here you attach the results data which gives us the kind of breakdown we want to see. I would like to see more analysis/discussion of the data in the measures and/or reflective statement.

Attachments: Measure 2.1 Results.docx Measure 2.2.docx Measure2.2Survey.pdf

Top

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.

- ☒ Target met
☐ Target not met

More than 70% of students scored a 3.0 on a 5-point scale or higher for appropriate research methodology used in class projects to develop strategy. Only ADV 4101: Advertising Copywriting was used for this measure (N = 40), as all sections of MMC 4411: Ad/PR Campaigns were taught by adjuncts due to budget cuts.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

The results were basically the same (within a point or two). Faculty feels this shows continuity in instruction.

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 one question 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.

- ☒ Target met
☐ Target not met

More than 80% of students demonstrated a knowledge of sound research methodology through a pre-test and post-test measure conducted in Fall 2013 and Spring 2014. Dr. Sherry Holladay explains it this way:

The results for both semesters in which the pre-test and post-test assessments were administered demonstrated that student knowledge of research methods improved significantly between the assessments.

For **Fall 2013**, the results were $t(177) = -22.32, p < .001$.
For Spring 2014, the results were $t(139) = -17.74, p < .001$.

The results of the statistical analyses demonstrate that the Mass Media Research Methods course is effective in improving knowledge.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Scores were very close to last year's scores. Faculty feels this speaks to a continuity of instruction, and the continuity of caliber of our students, who enter the limited access major with high GPAs.

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).

As with our measures in Outcome 1, the MMC 4411: Ad/PR Campaigns course (capstone) was not included in measure 3.1. That is because there were no sample plans book collected by the all adjunct-faculty taught sections. They did not require students to submit an extra copy of plans books, as faculty who have taught the course in the past have done. Research does go on for the projects-- both primary and secondary, but we were not able to assess it this year. Due to hiring limitations, we may be in the same position for next year's assessment.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

AJ 11/11: Good. As mentioned in response to outcome 1, if you believe the use of MMC 4411 being problematic in your assessment plan next year, you may just want to remove that course from your measures.

- Zack's notes 4/13/15
- I agree with the reviewers comment. If MMC 4411 is problematic maybe we should take a different approach.
- As with the other measures I'd like to see more explanation what observations can be made from it, etc. (it may just be me, but I also don't understand the statistical analysis statements

"t(139)= -17.74, p <.001" more detailed explanation would be appreciated.)

Attachments: Measure3.2.docx Measure3.1.docx

Top

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, and will be 50% better than pre-test results.

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.

- ☐ Target met
- ☒ Target not met

There is no data to report for this measure. Due to hiring freezes, instructors were not hired to teach this class, and all sections were covered by adjuncts. Data was not collected by adjuncts.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

We have no data this year to compare.

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.

- ☐ Target met
- ☒ Target not met

There is no data to report for this measure. Representative books were not gathered during this assessment period. The faculty member who shepherds this part of assessment was on medical leave last academic year, and with the effort to cover classes, collecting assessment data was neglected.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

There is no data this year to compare with last year.

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 and corresponding measures will remain on our assessment because this is a crucial outcome for our students as they enter workforces. The lack of data is due to hiring freezes, hiring moratoriums, and our scramble to cover classes for our majors. In the barrage of details associated with recruiting, hiring, training, and managing adjuncts, the communication about collecting assessment data was not done. It was all we could do to deliver this mission-critical course. Our program has always managed to keep delivering our curriculum with high quality, despite the inability to increase faculty, but this year we learned the true impact of repeated cuts. And assessment was not spared from that impact.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

AJ 11/11: Good

- Zack's notes 4/13/15
- noted.

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

Top

Outcome: 5

Students will demonstrate an understanding of the principles, tactics, and how the emerging trend of social media fits into communication strategy.

Academic Learning Compact (ALC):

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

Measure: 5.1

Students will understand all principles and strengths of various social media tools. A pre-test and post-test will be conducted in the majors-only section of MMC 3630: Social Media as Mass Communication. 75% of students will correctly identify the principles and strengths on post-test.

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.

- ☐ Target met
- ☒ Target not met

There is no data to report for this measure.

Beginning in Fall 2014, a new faculty member was hired to teach MMC 3630: Social Media as Mass Communication. She also became the lead for all curriculum in the course, spending a great deal of time communicating with the two adjunct professors of the course to align outcomes and share curriculum materials. In the transition, there was no pre-test/post-test done.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

This was a new measure this year.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 5.2

Students will demonstrate an appropriate use of social media tools in plans and projects in MMC 3630: Social Media as Mass Communication; ADV 4101: Advertising Copywriting, MMC 4411: Ad/PR Campaigns. A review of portfolios of class projects will be reviewed by local professionals who will complete rubrics. 70% of students will earn a 3.0 or higher on a 5.0 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.

- ☒ Target met
- ☐ Target not met

FALL 2014

MMC 3630, N = 20 (individual students)
90% of students received higher than a 3.0

ADV 4101, N = 5 (4 students in each group)
80% of students (groups) received higher than a 3.0

MMC 4411: data was not collected as all sections of the course were taught by adjuncts

SPRING 2015

MMC 3630, N = 20 (individual students)
100% of students received higher than a 3.0

ADV 4101, N = 5 (4 students in each group)
100% of students (groups) received higher than a 3.0

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Results are fairly similar. Students seem to try harder in Spring term, perhaps because graduation looms.

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 program was a leader in the nation when we created a cornerstone class in Social Media for our major. Where we are today in terms of how we present the principles, theory, and best practices of social media compared to where we started is quite impressive. Even more so, however, is the restraint we have shown in not going overboard. While social media excites students more than any other topic in our curriculum, it is just a channel. And we have expertly infused it into classes where it is appropriate. This reflects social media practice in the professional world, but also the expertise on this emerging topic our faculty has. We believe this differentiates our program in a very important way.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

AJ 11/11: Overall this looks good. It seems, though, that for measure 5.2 you should have an aggregate response in addition to the breakdown provided.

AJ 4/8: This looks the same as before (that is I'm not seeing an aggregate response). This might be something to consider in your next plan (or at least an explanation for why you are keeping them separate).

- Zack's notes 4/13/15
- agreed with the reviewer about an overall aggregate score... but also further analysis and detail from the data.... all students in spring scored a 3 or higher. how many scored a 5? how many scored a 4? If everyone is meeting the goal why not set a stretch target of 80% will get 3 or higher or 70% will get a 4 or higher?
- If students in the spring are doing better than students in the fall (2 years in a row now I believe) what is the program doing to bring the fall scores up? (That's what assessment is all about. finding an area that can be improved and making an adjustment to try to create that improvement)

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.

- ☒ Target met
☐ Target not met

The largest number of students intern in Spring term, so we use data from this term for this measure each year. The results for each core skill assessed by intern employers are:

AP Writing Style

38% Outstanding
61% Very Good
= 99% Outstanding or Very Good (target met)

Writing Skill

46% Outstanding
51% Very Good
=97% Outstanding or Very Good (target met)

Research Skill

57% Outstanding
39% Very Good
= 96% Outstanding or Very good (target met)

Planning and Time Management Skill

55% Outstanding
36% Very Good
= 91% Outstanding or Very Good (target met)

Teamwork Ability

75% Outstanding
23% Very Good
= 98% Outstandig or Very good (target met)

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

The results are similar.

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 90% 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.

- ☒ Target met
- ☐ Target not met

In Spring 2014, 98% of students (N = 107) indicated the internship experience was valuable.

Did your results show an improvement compared to previous year(s) results?

- ☒ Yes
- ☐ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

The results were just slightly higher. But we did note that, quite honestly, last year's students were a bunch of whiners and complainers. So the increase is most likely due to this year's interns having a better work ethic in general.

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).

Students are well served in internships. The skills and experience they receive in well-managed internships reinforces and builds upon the classroom knowledge they get in our program. The magnitude of our internship program, and our connection to a metropolitan business community, is the greatest strength of our program and makes us extremely competitive within the state the Southeast. The data from this outcome will ensure this remains so.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

AJ 11/11: This looks good. I would suggest that in your future assessment plan you elaborate on what skills you are measuring here. This is a little vague.

- Zack's notes 4/13/15
- In 6.1 the data breakdown is pretty good. I'd like to see where the remaining 1-4% scored in each category. I would also like to see an overall aggregate score.
- One issue though, the measure says 70% will score outstanding, but you calculate your results based on the number who scored outstanding and very good. You should either change the wording in the measure in next year's plan or report the results so that they are consistent with what is laid out in the measure.
- In 6.2 what did the other 2% say.
- In these and all measures where it asks you to compare this year to last year what were the actual numbers? And in the reflective statements we don't need justification of the program we want to know about the data. Use the prompts in the blue text to guide you... Why did you get the results you did? what may have caused any changes in the data from year to year? What changes might be made to create improvement?... I know for many of your measures you are getting very high scores for results. Maybe adjust the goals to make it more challenging or try introducing new measures that examine areas students might not be performing as highly in.

Attachments: Measure6.1 2014.docx Measure6.2 2014.docx Measure6.1Survey.pdf

Top

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.

- ☐ Target met
- ☒ Target not met

Due to lack of instructors, and our Ph.Ds receiving course releases for grant research, sabbaticals, and teaching in the Honors College, this course was not offered, so there is no data to report.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

This measure remains fairly consistent each year. Sometimes the pre-test is higher, but that's most likely due to students being good guessers.

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.

- ☒ Target met
- ☐ Target not met

In Fall 2013, ADV 3008: Principles of Advertising conducts a pre-test and post-test. In Spring 2014 conducts the pre-test and post-test. Full results are attached.

FALL 2013 Question 1 Pre-test (N = 286) 13% answered pre-test correctly Post-test (N = 33) 90% of students answered correctly (Questions are randomly generated from a 417 question test bank in an online exam)

Question 2

Pre-test (N = 286) 8% answered pre-test correctly Post-test (N = 38) 88% of students answered correctly (Questions are randomly generated from a 417 question test bank in an online exam)

SPRING 2014 Question 1 (N = 206) Pre-test 14% answered correctly Post-test 72% answered correctly

Question 2 (N = 206) Pre-test 26% answered correctly Post-test 71% answered correctly

Question 3 (N = 206) Pre-test 84% answered correctly Post-test 99% answered correctly

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

It is fairly consistent. This speaks to continuity of curriculum.

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 results in measure 7.2 remain fairly consistent each year. As these are survey classes, and our introduction classes, this historical foundation for the people and institutions in our professions is important. So faculty feel it needs to remain part of our assessment every year. This knowledge of people and institutions are part of professional certification after college, so teaching them, measuring them, and tracking them are essential to the quality of our curriculum.

Reflective Statement Review:

- ☒ Revision or explanation needed
- ☐ Satisfactory

Overall Outcome Results Review Comment:

AJ 11/11: For measure 7.2 is there a reason the items are reported individually instead of in an aggregated format for each course?

AJ 4/8: Same comment

- Zack's notes 4/13/15
- I agree with the reviewers comment. I like the individual breakdown of data by question and semester, but you should also include an overall aggregate score.
- for 7.1 same concern as with several of the other measures, if you foresee data collection as a continuing issue perhaps we should take a different approach.
- For 7.2 good break down of the data by question and semester.
- If your only interested in the post test score, why use the pre/post test model? Would it be better to measure the percentage gap between the pre and post test scores?
- the goal is 75%. in the spring term question 1 and 2 did not meet the goal. What is the program going to do to try and improve those results?

Attachments: Measure 7.2 PUR.docx Measure 7.2 ADV13.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.

- ☒ Target met
- ☐ Target not met

In Fall 2013, 4 projects (representing 16 students) in ADV 4101 were selected at random. 100% of the books received a 3.0 or higher.

No data is available for Spring 2014 in MMC 4411 because adjuncts taught all sections of the course and no data was collected or supplied by them.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Results are consistent with previous years.

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.

- ☒ Target met

☐ Target not met

In FALL 2013 Advertising Copywriting, 4 books (representing group work of 16 students) are randomly selected from two sections of the class. 100% of the books received a 3.0 or above. No data is available from MMC 4411: Ad/PR Campaigns as every section was taught by an adjunct and no class projects were collected for professionals to review.

Did your results show an improvement compared to previous year(s) results?

☐ Yes

☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Results were consistent with last year.

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 agree that our skills classes are essential to our students being prepared for jobs after school. We also have very strong faculty in the skills classes--usually. This academic year, the impact of repeated budget cuts and inability to hire new faculty on our curriculum is painfully apparaent. The experience in the capstone course (MMC 4411: Ad/PR Campaigns) is undeniably negative. It certainly had a major impact on assessment, in that so much data is not available. With the amount of recruting, training, and red tape involved to get an adjunct on faculty, and ready to teach this important class, communicating the details of asesment completely fell off the radar. Unfortunately, next year's assessment will also feel the impact, as our lost faculty members go unreplaced. We are still proud of how we are able to keep the program together despite these diminishing resources.

Reflective Statement Review:

☐ Revision or explanation needed

☒ Satisfactory

Overall Outcome Results Review Comment:

AJ 11/11: Good. Again, consider the role you wish for MMC 4411 in your assessment plan next year if you anticipate similar staffing issues.

- Zack's notes 4/13/15
- Ageement with the reviewer's comment.
- for 8.1 I'd like more detail and analysis. 100% scored a 3 or higher. how many scored a 3? how many a 4? 5?
- for 8.2 the measure says 80% will score a 4 or higher. In the results report the number that scored a 3 or higher... I recommend changing the wording in the measure or reporting the data so that it is consistent with what is outlined in the measure.
- Again here further breakdown of the data. how many scored a 3 how many a 4, how many a 5?
- For both measures is 4 books a sufficient sample size?

Attachments: Measure82013.docx

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 results report 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 results report
- ☐ Feedback did not result in improvements to this results report
- ☒ Feedback will help to improve a future plan
- ☐ The results report 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 results report. (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 results report 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 results report used the feedback.

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

Curriculum/Course-related Assessment Methods:

- ☒ Capstone Course

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

- ☒ 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

Review Comments:

AJ 11/11: Good

Explain EACH item checked above:**CAPSTONE COURSE**

This year, we did not have materials from capstone due to faculty shortages and all sections being taught by adjuncts. But in more typical years, final plans books from our capstone course, MMC 4411: Ad/PR Campaigns are crucial to assessment data. Both faculty completed rubrics, and evaluation by industry professionals are used.

CAPSTONE PROJECT OR PERFORMANCE EVALUATION

In MMC 4411: Ad/PR Campaigns final projects (the most intense of the term) are evaluated by faculty and professionals for mastery of course outcomes. And students' peer evaluations are used to assess students' ability to work in teams.

COURSE-EMBEDDED QUESTIONS

In two cornerstone courses: ADV 3008: Principles of Advertising and PUR 4000: Introduction to Public Relations, pre-test and post-test questions are used to assess students understanding of the history of institutions and professionals that shaped the profession.

PORTFOLIO

In ADV 4101: Advertising Copywriting and PUR 3100: Writing for PR, class portfolios are evaluated by faculty, who complete rubrics, and by professionals to evaluate mastery of course outcomes.

ASSESSMENT RUBRICS

These are used extensively in reviewing portfolios and casebooks by faculty and by professionals.

OBSERVATION

Faculty complete rubrics of presentations and plans books or portfolios.

Examinations/Tests:**Standardized:**

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

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

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

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

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

We have created two Qualtrics surveys:
 One that goes to more than 100 internship employers each term (Fall, Spring, and Summer) to evaluate our students' performance on core skills. Student interns also complete a survey to assess their level of satisfaction with the internship experience and development of professional skills. Data from both those surveys are used extensively in our assessment report.

Miscellaneous Assessment Methods:

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

Explain EACH item checked above:

We rely on a panel of professionals (most of them alumni from the program) to evaluate portfolios and plans books. The data provided by this advisory board is used in assessment.

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

If 'No Changes' indicated, please provide an explanation, including a strategy to improve IE assessment data collection to yield useful information.

Changes to Curriculum:**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:

AJ 11/11: You may want to consider making a change to next year's plan since you believe there will be continued issues in your Capstone course.

AJ 4/8: Good. You may want to also expand on how any changes in 2013-2014 led to improvements seen in your report (close the loop).

- Zack's notes 4/13/15
- I am a bit concerned that no changes are being made at all... making changes isn't about "red flags" it is about constantly attempting to improve student learning... The majority of your measures resulted

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

in very high scores, so I know it is difficult to create improvement there, but there were a couple areas where I thought improvement could be attempted... Additionally, if all your measures receive very high scores every year, then perhaps it is time to replace some of the measures that you have mastered with measures for some other areas.

If 'No Changes' indicated, please provide an explanation, including a strategy to improve IE assessment data collection to yield useful information.

Changes to Assessment Plan:

- ☐ Revise Student Outcome Statement
- ☐ Revise Measurement Approach
- ☐ Collect and Analyze Additional Data and Information
- ☐ Change Method of Data Collection
- ☐ Other implemented or planned change(s)
- ☐ Plan has been reviewed and no changes made
- ☒ No Changes to Assessment Plan

If 'No Changes' indicated, please provide an explanation, including a strategy to improve IE assessment data collection to yield useful information.

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)
 ☐ Maturing (3)
 ☐ Accomplished (4)
 ☐ Exemplary (5)

Indicators:

- ☒ 1. Complete and relevant data are provided for all measures and an explanation is provided for how representative samples are determined, if applicable. If data are incomplete or missing, provide an explanation of the extenuating circumstances.

Justification for incomplete or missing data due to extenuating circumstances will not be permitted for two or more consecutive reports. 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.

- ☐ 2. Data reporting is accurate and thorough (see supporting narrative)

Accurate and thorough data reporting means:

- Reported data match data requirements established by a measure.
- Sampling methodology and response rates are provided for survey data.
- The underlying "n" and "N" are provided for all percentage statistics.

- ☒ 3. Results for each measure indicate whether the target for that measure has been met

This may be done explicitly (e.g., "target met" or "target not met") or implicitly (i.e., the reported data clearly indicate whether the target was or was not met).

☒ 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes. Whether individual or aggregated reflective statements are provided, all outcomes must be addressed.

☐ 5. Report includes one or more implemented and/or planned changes linked to assessment data and designed to improve student learning, program quality, or unit operations. If no such changes are indicated, an explanation is provided including a strategy to improve IE assessment data collection. Implemented and planned changes designed to improve student learning, program quality, or unit performance may be referenced in reflective statements, but should be thoroughly documented in the implemented and planned changes section of this report. NOTE: the IE Assessment Plan should be revised to include one or more measures to assess the impact/effectiveness of such changes. If no such changes are reported, the IE Assessment Plan itself should be carefully reviewed and revised as needed. Implemented or planned changes that are based on factors other than IE assessment data may be reported in the summary statement of the results report. New measures may also be established in the plan to evaluate the impact of those changes as well, regardless of the reason for the change.

☒ 6. Assessment instruments associated with the report and not previously submitted with the plan are provided via attachment or URL if not proprietary. Copies of assessment instruments should normally have been submitted with the plan during the prior IE Assessment cycle. If that previously submitted plan identified an instrument in development or if another new assessment instrument was developed and used in association with the current results report, that instrument should be attached to this report.

Additional Indicators:

☐ 7. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process. When an outcome and/or measure(s) evaluates the impact of a previously reported change, the reflective statement for that outcome should include a determination of whether the change resulted in an improvement.

☐ 8. Follow-up data collected to assess the impact of implemented changes show improved outcomes. Meeting this final criterion for one or more measures is the ultimate goal of IE Assessment. When data confirm improvement(s) in student learning outcomes, program quality, or unit operations, the improvement(s) should be well documented in the applicable reflective statement(s). In addition, the Summary of Assessment Process should provide a brief narrative that describes the entire "closed loop" process that resulted in the improvement(s).

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).

We have put a great emphasis on research in our portfolio and capstone projects. Students must do primary and secondary research, analyze the results and develop their communication strategy based on the results of that research. We have seen a valuable improvement in students' strategic thinking ability as a result.

Review Criteria:

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

- ☐ Revision or explanation needed
- ☒ Satisfactory

Review:

AJ 11/11: Overall good job. I can give you credit for #6 if you also attach information about the embedded assignments and projects utilized in your assessment plan. Most comments provided are about your plan for next year although there are a couple of areas where, to truly report the data referred to in the measure you need aggregated data.

- Zack's notes 11/19:
- For results: Currently this report is at "emerging" as there are four rubric items that are not checked. I think this report can fairly easily be improved to "accomplished".
- - The reviewer commented on attachments. You included a couple good results attachments (one including survey results, one in including outside reviewer ratings), but there are several other places we think this can be done

too. Please add some additional RESULTS attachments and we can check off rubric item #6... data tables, survey results, etc. are great things to attach.

- - The reviewer also commented on aggregate data for measures 5.2 and 7.2. I agree. An overall aggregate summary of the data would be useful for readers to more easily recognize if the goal was met or not. Additionally in the measures for Outcome 3 I would like more detail in the results. you say "more than 80% of students demonstrated..." but the actual result isn't listed. when you say more than 80% was it 81%, 85%, 89%? And in the 'improvement' box you say last year's numbers were close to this year's. What were last year's? what were this year's?
- - Additionally rubric items #5 and #7 should be obtainable. In the implemented and planned changes section you checked no changes in all categories... Were there no changes implemented from 2012-13 to 2013-14?... In regard to planned changes, I know you met the target on nearly all of your measures but there are some where the bar could be raised and some changes could be put in place to meet the new bar. For example in Outcome 3 the target is 70% if your meeting that goal maybe you can raise it to 75%. What changes might you make to reach that new target?
- For the PLANS: I agree with the reviewer. There are high number of measures for which no data was collected. If there is a risk of this happening again I would consider changing the measures to items that will allow you to collect data consistently. In many cases it seems that adjuncts teaching the courses was part of the reason for missing data. You might also consider working with the adjuncts to make sure the proper data is collected (this could count as an implemented change to process as well.)
- Addressing the reviewer comments and my changes above can bump this plan up from emerging to accomplished.

AJ 4/8: Thank you for your work on this. I'm glad you do not anticipate further issues with your Capstone course. You addressed many issues here with your attachments. You are still missing some aggregate data which I think would help clarify your report. I didn't see anything to further indicate a closing of the loop.

- Zack's notes 4/13/15
- We've rated this report as emerging. We were not able to check any of the rubric items related to assessing changes as no changes were made (items #5, 7, 8.) I also did not check item #2 "data reporting is accurate and thorough". There several cases where I would have liked to see more thorough/granular data reported, and there were a couple instances where the measure said one thing but the data was reported differently.
- Things to focus on for the future are reporting granular data, analyzing the data, and working to implement changes to create improvement.