

UCF Assessment

Assessment Plan and Results

Plan Year: 2016-2017 ▼ Status: Results Approved for DRC Report
 Program/Unit: Advertising/Public Relations - B.A. ▼ Last Updated: 11/17/2017 9:15:07 AM

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

View/Submit Results Review  2015-2016 Results Review

Program/Unit: Advertising/Public Relations - B.A. DRC: College of Sciences
 Year: 2016-2017 DRC Chair: Elizabeth Grauerholz
 Due Date: Coordinator(s): Kim Tuorto, Joan McCain, Lindsay Neuberger
 Reviewer(s): Amy Donley

Quick Links:

Mission:

The Advertising-Public Relations program is committed to serving its stakeholders who are comprised of students, alumni, the professional community and the Central Florida community. The mission of the program is to prepare students for careers in the widely diverse fields of advertising and public relations by providing a high-quality education to students in core values, ethics and the concepts, strategies, and techniques of strategic communication, and to promote student engagement that influences real-world experience through internships, partnerships and community involvement.

Assessment Process:

Ad-PR program assessment strategies are designed to measure student understanding and mastery of the values and competencies outlined by our discipline's leading accrediting body: the Association of College Educators in Journalism and Mass Communication (ACEJMC). The plan includes direct and indirect measures for mastery of skills, understanding of concepts, critical analysis, and effective teamwork practices. The direct measures are accomplished by faculty implementation of pre- and post-test in lecture classes (Dr. Timothy Sellnow in PUR 4400, Drs. Dodd and Rubenking in MMC 3420), faculty observation of student performance (Ms. Joan McCain, Dr. Melissa Dodd, Ms. Lindsay Hudock, and Mr. Gary LaPage) in ADV 4101, MMC 4411, and PUR 4801; and completion of rubrics in skills courses, (Ms. Joan McCain, Ms. Lindsay Hudock, Dr. Melissa Dodd, Mr. Gary LaPage, and Mr. Doug Blemker) in ADV 4101, MMC 4411, and PUR 3100; professional panels evaluating student portfolios (alumni and members of the major's advisory board); as well as industry professionals completing assessment forms for the interns they supervise in a semester (a key stakeholder group). Surveys completed by students completing internship also contribute to indirect measures (another key stakeholder). Results of the data collected will be discussed and analyzed with the Ad-PR faculty to continuously strive to improve the program. The Ad-PR program presents its assessment (results and intentions for the next plan) to the NSC faculty and staff annually at the faculty workday in August.

Relationship to Strategic Plan:

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

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

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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

A faculty member observed students ability in MMC 4411: Advertising Campaigns to satisfactorily present proposals, plans, and strategies at a professional-readiness level where 1 indicates that the ideas were satisfactorily presented, 2 indicates that the ideas were satisfactorily presented and visually enhanced, 3 indicates that the

and the point was clearly articulated, 4 indicates that the ideas were satisfactorily presented, visually enhanced, the point was clearly articulated, and the objectives were satisfactorily presented, visually enhanced, the point was clearly articulated, the objectives were stated and met with a high degree of quality. Students were evaluated on their final group project by faculty observation using the above 5 point scale. N = 96 students, 19 out of 96 (20%) rated 5; 28 out of 96 (8%) rated 4; 28 out of 96 (29%) rated 3; 21 out of 96 (22%) rated 2; 0 rated 1. Therefore, the target was met as 92% (88 out of 96) earned 3.0 or higher on presenting their proposals, plans and strategies by a similar, no significant difference was noted.

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:

Last year in MMC 4411 87% scored 3.0 or higher on their abilities to present proposals, plans and strategies, compared to 92% this year. This year's 5% increase is an improvement in student learning. There was an increase of 9% rated the highest score (5) and 1% increase in those rated (4), therefore we believe the change in interpretation of the rubric for faculty combined with clarifying expectations and adding one-on-one with each group to be sure they understood the expectations off.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 1.2

Students in the major's capstone course MMC 4411: Advertising Campaigns will complete their final group project assignment and will demonstrate their ability to work at a professional-readiness level. Student work will be evaluated by an industry panel utilizing the following 5-point scale (1= ideas were satisfactorily presented; 2= ideas were satisfactorily presented, visually enhanced; 3= ideas were satisfactorily presented, visually enhanced, and point clearly articulated; 4= ideas were satisfactorily presented, visually enhanced, point clearly articulated, objectives were stated and met with a high degree of quality; 5= ideas were satisfactorily presented, visually enhanced, point clearly articulated, objectives were stated and met with a high degree of quality). A minimum of 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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
☐ Target not met

Students in the major's capstone course MMC 4411: Advertising Campaigns completed their final group project assignment and were evaluated on their ability to work at a professional-readiness level by an industry panel utilizing the following the 5-point scale above (5 being the highest). Students worked in groups, five student projects (49 students); 2 groups were rated 5, 6 groups were rated 4, 2 groups were rated 3, 0 were rated 2 or below. In the fall semester N=10 projects (47 students) 4, 2 groups were rated 3, 0 were rated 2 or below. Totals for the year N=20; 4 groups were rated 5, 11 groups were rated 4, 5 groups were rated 3, 0 were rated 2 or below (25%); 11 were rated 4 (55%) and 5 were rated 3 (20%) none of the projects were rated 2 or below. The target was met as 100% of the group projects were rated 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:

We are pleased there was a 5 percentage point increase (55%) in the student projects that were rated 4 from last year (50%) as well a decrease in the number of projects rated 3 from 20% to 20% this 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 (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, plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

The same final project is assessed by faculty and a panel of industry professionals for this outcome. The difference in the number of students/projects reviewed by the industry panel to only review a random sample of projects. For this outcome the criteria build as ratings go from 1 to 5. In an effort to move students up the scale not being clearly stated. Instruction was implemented to assist students in identifying and presenting their objectives more clearly. This showed some improvement with percent scoring 4 went up slightly. We will continue to guide the students in the development and support of their campaign objectives. This should lead them in higher ratings in this area.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Congratulations on the documented improvement on both measures. Good presentation of data and reflection. AD 10/1 LG 11/16/17: 1.1 clarifying expectations and adding one-on-one with each group to be sure they understood the expected criteria and learning outcomes are being met.

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

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Outcome: 2

Students will demonstrate the ability to work in teams.

Academic Learning Compact (ALC):

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

Measure: 2.1

Students in the major's capstone course MMC 4411: Advertising Campaigns will complete their final group project assignment and will demonstrate their ability to satisfactorily work as a team. The groups usually consist of four students working together from beginning to end on an advertising campaign. Upon completion of the project each member will complete a peer evaluation form for each of their team members using a 10 point system. Students will be rated on each category: professional behavior (1 point), punctual and consistent meeting attendance (2 points), collaborative participation (3 points), responsiveness to emails, calls and texts (3 points), timely submission of materials (3 points). It is expected that 90% of the students will receive 7 points or higher out of the 10 points possible.

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

Students in the major's capstone course MMC 4411: Advertising Campaigns completed their final group project assignment, each member completed a peer evaluation form for each of their team members using a 10 point system. N= 96 students (49 in spring, 47 in fall); 95 out of 96 (99%) students scored 1 point for professional behavior; students' scored 184 out of 192 (96%) possible points for punctual and consistent meeting attendance (2 points); students' scored 183 out of 192 (95%) possible points for collaborative participation (2 points); students' scored 180 out of 192 (94%) possible points for responsiveness to emails, calls and texts (2 points); students' scored 257 out of a 288 (89%) possible points for timely submission of materials (3 points). The stretch target (90% which was increased from 70% last assessment cycle) was met as 93% of the students' received (899 out of 960 points) 7 points or higher out of the 10 points possible.

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 overall rating of 93% remained the same as last year's results. There was only a 1% difference in a few categories either up or down from the previous cycle, except the category of timely submission of materials decreased this year by 3%. Although this year's group was larger (96 vs. 83 last year) we are concerned about the decrease. Greater emphasis will be placed on timely submission of materials for the next cycle.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 2.2

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

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

Supervisor Evaluations rated interns teamwork abilities for Spring 2016 N= 77; 60 were rated outstanding; 15 were rated very good; 2 were rated as needs improvement; 0 were rated unsatisfactory; for spring (97%) were rated very good or outstanding. Data for summer 2016 not available. Fall 2016 N = 62; 48 of 62 (77%) rated outstanding; 12 of 62 (19%) rated very good; 2 (3%) of 62 rated needs improvement; 0 of 50 rated unsatisfactory; for fall (97%) were rated very good or outstanding. Calendar year totals N= 139: 108 of 139 (78%) rated outstanding; 27 of 139 (19%) rated very good; 4 of 139 (3%) rated needs improvement; 0 of 139 rated unsatisfactory; 135 out of 139 (97%) rated very good or outstanding, target was 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:

Yearly totals for both years were the same at 97% of intern supervisors rating their interns' teamwork abilities as very good or outstanding. Granular data showed only 1 percentage point difference (lower) for both the spring and fall semesters compared 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).

In both measures, there was not a significant change. The results are consistent with last year's results. While we can't cite a specific change, we attribute our high results to the emphasis we put on teamwork in our classes with group work and our coaching students on best practices. In an internship environment, students do tend to be on their best behavior and internship supervisors rarely report a problem with teamwork. This skill is always on faculty's radar, as it is listed in virtually every job description for our graduates. Faculty want to continue to monitor this outcome, both in the classroom and in internships, in case there is a decrease in behavior so we can adjust if necessary.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Good presentation of data. The scale on measure 1 could use some clarification in terms of how points are assigned. Could you please attach the evaluation form students use for Measure 1? AD 10/1

LG 11/16: I see the point-distribution in the Outcome, so this is okay. If you do have a rubric, please do attach. I'm happy to see the breakdowns in the attachments but you don't really build this into your analysis. It might be worth considering whether you'd want to focus on certain areas where students may need additional help.

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

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Outcome: 3

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

Academic Learning Compact (ALC):

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

Measure: 3.1

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

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

Last year: Students in the major's capstone course MMC 4411: Advertising Campaigns completed their final group project assignment and demonstrated their ability to satisfactorily use appropriate research methods in the final group project. Student group final projects (5 student per group) were evaluated by an industry panel utilizing the above 5-point scale (5 being the highest). Spring 16: N= 10 group projects (49 students); 1 (10%) group was rated 5, 5 (50%) groups were rated 4, 3 (30%) groups were rated 3, 1 (10%) was rated 2 or below. In the fall semester N=10 projects (47 students); 2 (20%) groups were rated 5, 5 (50%) groups were rated 4, 2 (20%) groups were rated 3, 1 (10%) was rated 2, 0 were rated 1. Totals for the year N=20 projects; 3 (15%) groups were rated 5, 10 (50%) groups were rated 4, 5 (25%) groups were rated 3, 2 (10%) was rated 2, 0 were rated 1. The target was met as 90% of the group projects were rated 3 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:

There was a 3% increase in students rating 3 or higher compared with last year of 87%.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 3.2

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

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

Students enrolled in MMC 3420 completed pretest and posttests with thirteen questions, to test their level of understanding and awareness of research terminology, processes, or functions. Topics included: measures of central tendency, standard deviation, hypotheses, random (probability) sampling vs. non-random sampling, validity, reliability, copy testing/pilot testing, ratings, shares and public relations research process. N=170 on the posttest, 69% of the students correctly answered the questions. Two sections were offered in the Spring, N=129 and one section in Fall, N=41 all three sections were mixed mode. Looking at granular data (see attached) students answered questions on mean (87%), mode (94%), validity (86%), reliability (91%) and public relations process (86%) accurately; students scored lower on questions regarding median (64%), null (56%), standard deviation (78%), copy testing (64%), ratings (45%), shares (39%), impressions (61%) and sampling (47%).

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:

Last year we only had two questions, this year we had thirteen. This course is now becoming more applied research methods has become an area of emphasis for our majors. Two of our full-time faculty have been modifying the course content (it was a project they worked on in an FCTL workshop), prerequisite changes for Mass Communication majors and minors only and that were put into effect with the 2017-18 catalog. In the spring semester scores increase from 47.17% on the pretest to 77.76% on the post-test, we are pleased to see this evidence as improved student learning in this area. The faculty member in fall did not have the pretest results for comparison. However, it was noted that granular data revealed both groups struggled in many of the same areas. We are pleased that changes we have made are indicating consistency in learning outcomes across sections with different faculty members teaching them.

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).

While the industry panel represents a key stakeholder group, that of employers, their evaluation of research is less valuable because students are doing a higher level of research activity in the classroom than is conducted in the local professional community. The most valuable insight from the measures is attributable to the changes made to the curriculum and the pedagogy in MMC 3420. Our revised post test more accurately allows us to look at the specific areas where students are struggling (which was consistent in both semesters with different faculty) and has identified areas for us to focus on for improved student learning in next year's assessment

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

For Measure 3.1, as you have consistently demonstrated high levels of success you may want to consider stretching your goal in future evaluation cycles. For Measure 3.2, you have done an excellent job identifying areas to focus on. I look forward to seeing how the attention to the granular data and potential changes in the classroom, impacts this outcome in the future. AD 10/30

LG 11/16: any idea why you saw improvement for 3.1? Nice granular analysis for 3.2.

Attachments: 3.2 sample questions.docx Measure 3.2 Rubric Results.docx Measure3.1Sp16-Fa16.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

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

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

Prior to fall 2016, PR Writing students were assessed using a "game" system integrated into Webcourses as an assignment twice a semester. The scores between the initial pre-assessment and post-assessment showed negative growth. Depending on the course, variations of -5 to -10 percent were seen in the post-assessment. In review and reflection with instructors, it was determined this assignment was seen as a "just get it done" end of semester piece. Therefor the students didn't take time to truly evaluate the question/response within the game/post-assessment. In the fall of 2016, the previous system was replaced with a specific 10 question Qualtrix assessment done at the beginning and end of the semester. This survey was introduced by instructors as an assessment at both pre- and post-implementation. The assessment, along with the proper introduction, produced results more aligned with expectations. The pretest average was 57%, the posttest average was 69% an increases of 12 percentage points (20%). Granular Data on the pretest: N=64 for fall, 0 students scored 10, 3 scored 9, 6 scored 8, 7 scored 7, 22 scored 6, 11 scored 5, 10 scored 4, 3 scored 3, 1 scored 2. On the posttest: N = 64 for fall, 4 students scored 10, 5 scored 9, 8 scored 8, 23 scored 7, 12 scored 6, 8 scored 5, 1 scored 4, and 1 scored 3, 0 scored 2 or below.

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:

Although we cannot accurately compare the scores to last year, we believe the changes to the test itself and how it was administered provide a much more accurate assessment of student learning. Based on the 4.1 target goals, the end result of 72% from the top 90 percent of the scores was lower than our goal of 75% but not by much. Because the questions are based on course-wide learning of style, instructors will work to reiterate the key points within the assessment throughout the semester.

Review:

- ☒ Revision or explanation needed
- ☐ Satisfactory

Measure: 4.2

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

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

Within the Writing for PR course, the news release is one of the primary tools used within the industry and professional practitioners. Based on the scores from 2016, 75 percent of the students received an average of 4.6 out of 5. As our stated goal was 3 or higher for 75 percent of the students, the target was met. Granular data (see attached) for 2016 N=58, 31 students were rated 4.55 or above, 14 were rated between 4.05 and 4.50, 5 were rated between 3.5 and 3.95, 5 were rated between 3.0 and 3.45, two were rated below 3. As 56 out of the 58 students (97%) scored 3 or higher the target was 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:

Last year the measure was different using an industry panel review of randomly selected projects and 100% of the students were rated 3 or higher.

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).

After a few assessment cycles faculty felt students' writing skills needed some improvement. As PUR 3100 is the foundational writing course for the program, we have been working on this course and the learning outcomes for the last couple years. The course used to be taught by adjunct faculty (2014-15). As we were having trouble collecting data and accurate reporting of student learning, the first change we made was to hire a full-time faculty member to teach PUR 3100 and to help institute consistent instruments and expectations to improve student learning. In 2015-16 we found the pre-test/post-test (measure 4.1) did not provide the data we expected, it seemed students' put more effort into the pre-test and did not take the post-test as seriously as we expected. We also thought that students may have understood the concepts but had been less skilled in their application. This cycle we changed the pre-test/post-test and believe we collected more accurate data as a result. In addition we changed measure 4.2 from an industry panel random project review to an applied writing project that was reviewed by faculty. We were please to see the emphasis and changes we have made to this course appears to have improved students' writing skills.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

As the tool used in Measure 4.1 is new please change the discussion to reflect that the measure did not result in an improvement compared to last year. AD 10/30

LG 11/16: Excellent discussion/granular analysis. Your Reflective Statement is very strong and clearly shows changes made in response to previous assessment. I agree with reviewer, however, that you can't really claim improvement for 4.1.

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

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Outcome: 5

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

Academic Learning Compact (ALC):

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

Measure: 5.1

Students in PUR 4400: Crisis Communication in their final group project will successfully analyze a company or organization's ability to respond in crisis. Faculty will complete rubrics on the assignment a three point scale will be used for the introduction and a seven point scale will be used to assess the strengths, weaknesses, recommendations and writing quality of the project with zero being the lowest and seven the highest. It is expected that 70% of students will score a 2.0 or higher on the introduction and a 5.0 or better on the 7 point scale in each of the other categories (strengths, weaknesses, recommendations and writing).

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

A total of 44 students in PUR 4400 completed final group projects analyzing a company or organization's ability to respond in crisis. Faculty evaluated 6 group projects (7-8 students per group) to assess the students' ability to use critical thinking and analysis skills.

On a 2 point scale (0 being the lowest): On the introduction we measured their ability to describe the organization and the focus of their analysis including a preview and brief summary of the concepts applied, all groups scored 2 points. As 100% of the students scored 2.0 on the introduction, the target was met.

Using a 5 point scale: In the category of strengths - to measure their ability to identify and explain strengths in terms of theory and provide examples that the strengths exist, 3 groups scored 5 points and 3 groups scored 4 points. As 100% of the students scored 4.0 or better, the target was met.

Using a 5 point scale: In the category of weaknesses - to measure their ability to identify and explain problems in terms of theory and provide examples that problems exist, 6 groups scored 5 points. As 100% of the students scored 5.0 or better, the target was met.

Using a 5 point scale: In the category of recommendations - to measure their ability to describe steps the theory suggest should be taken post crisis, specific steps the organization could take to improve its crisis communication and provide a description of how the solutions will improve crisis communication in the organization, 5 groups scored 5 points, and 1 groups scored 4 points. Again, 100% of the students scored 4 points or better, the target was met.

Using a 7 point scale: In the category of writing quality, using correct grammar, clarity and style consistency, all 6 groups scored 7 points. This last category also 100% of the students scored 5.0 or better, the target was 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:

This was the second year we have assessed this outcome. In PUR 4400, the six groups consistently satisfied the criteria. There was very little disparity in the performance of the groups. The results indicate, however, that the groups consistently excelled at identifying the weaknesses of an organization's performance, but were less skilled at identifying strengths that could help to avoid a crisis situation. This concern with identifying strengths may be due to an over-reaction from the assessment data the previous year. Previously, students were less skilled at identifying problems or weaknesses. An emphasis on problem identification may have diminished the students' preparation to see strengths in their cases.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 5.2

Students in ADV 4101: Advertising Copywriting will demonstrate critical thinking and analysis skills in their Creative Brief assignment. The student's original projects will be reviewed on a rubric by faculty and rated in each category: applied appropriate strategies, demonstrated appropriate research methods, expressed thoughts clearly, used effective analysis and project was well written. Using a 5 point scale (1=poor, 2=fair, 3=acceptable, 4=good and 5=excellent) 75% of the students will score 3 or higher in each area.

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

Students in ADV 4101: Advertising Copywriting student's projects will be reviewed by a faculty and rated in each category: applied appropriate strategies, demonstrated appropriate research methods, expressed thoughts clearly, used effective analysis and project was well written using the 5 point scale above. N=10 projects (40 students - 4 in each group); the target was met as 100% of the projects were rated 3 or higher in each category.

The granular data showed:

Applied appropriate strategies 1 (10%) were rated excellent; 4 (40%) were rated good and 5 (50%) were rated acceptable.
 Demonstrated appropriate research methods: 4 (40%) were rated as excellent, 3 (30%) were rated good and 3 (30%) were rated acceptable.
 Expressed thoughts clearly: 3 (30%) were rated excellent, 4 (40%) were rated as good, 3 (30%) were rated acceptable.
 Used effective analysis: 2 (20%) were rated excellent, 4 (40%) were rated as good, 4 (40%) were rated acceptable
 Writing Skills: 4 (40%) were rated excellent, 5 (50%) were rated good, 1 (10%) was rated acceptable.

Last year's granular data showed:

Applied appropriate strategies 1 (10%) was rated excellent; 6 (60%) were rated good and 3 (30%) were rated acceptable.
 Demonstrated appropriate research methods: 4 (40%) were rated as excellent, 4 (40%) were rated good and two (20%) were rated acceptable.
 Expressed thoughts clearly: 3 (30%) were rated excellent, 4 (40%) were rated as good, 3 (30%) were rated acceptable.
 Used effective analysis: 3 (30%) were rated excellent, 4 (40%) were rated as good, 3 (30%) were rated acceptable
 Writing Skills: 2 (20%) were rated excellent, 3 (30%) were rated good, 5 (50%) were rated acceptable.

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:

Although the target was met both years, the granular data showed there was a significant decrease this year in applied strategies (20% decrease in those rated good and a 20% increase in those rated only acceptable). In addition there was also a 10% decrease in higher ratings (either excellent or good) which caused an increase in more projects rated only acceptable in the research methods category and effective analysis. However, we were please to see a significant increase (20% rated excellent and an additional 20% in those rated good) and a 40% decrease in projects rated only acceptable in writing skills.

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).

In last year's assessment, the students in ADV 4101 performed the weakest in applying appropriate strategies. Closer attention was paid to exactly where students were struggling. Faculty broke down the Creative Brief assignment, comparing the first attempt with the second and third. A pattern emerged that students confused an idea with a tactic and they repeated writing and grammar mistakes that had previously been corrected. This coming year, to improve learning, modules will be introduced in the first two weeks of the course to identify communication problems, differentiate between ideas and tactics, and to prevent repeated writing mistakes, assignments must be completed sooner after assigned (previously one week was given), and the grade will not be final until the assignment corrections have been made and uploaded in Webcourses. Faculty theorize that students just copy the old assignment in their computer for subsequent assignments, with the corrected version in a backpack or file, ignored. They also theorize that if an assignment is completed sooner than 7 days after the ideas are discussed in class, the material may be easier to recall and implement. In PUR 4400, since both strengths and weaknesses are critical to crisis management and risk reduction, we will seek to identify a better balance among the two in this year's class. Also, there is a general improvement in the scores in all areas. This is due, in part, to the fact that the class size was reduced from 66 to 44. This reduction: a) allowed more one-on-one time between the students/groups and the instructor; and b) limited enrollment of students not majoring in Advertising and Public Relations. We will continue to collect data using the same scales in the coming year. As more data is collected, we will consider revising our measurement technique.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Very good discussion and presentation on both measures. Only small thing is to please include how the scale is measured in 5.1 as you did in 5.2. AD 10/30

Attachments: Measure 5.1 Results.docx Measure5.2Spring16.docx

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Outcome: 6

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

Academic Learning Compact (ALC):

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

Measure: 6.1

Students in ADV 4941 or PUR 4941: Internship, will demonstrate proficiency in performance of core skills performed on the evaluation completed by professional student intern as outstanding, very good, needs improvement, or satisfactory in each of the following core skills: AP style guidelines, research skills, time management. The stretch target for this measure (from 70% last year) to at least 80% of the student will be rated as at least very good or outstanding in each core skill.

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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Internship sponsors rated the proficiency of their interns (response number may vary as some skills may not have been required) with results in the following categories: Outstanding, 50 Very Good, 9 Needs Improvement, 1 Unsatisfactory, **92% scored Outstanding or Very Good in use of AP style.** Research Skills: N=136, 81 Outstanding, 50 Very Good, 9 Needs Improvement, 1 Unsatisfactory, **98% were rated Very Good or Outstanding in research skills.** Time Management Skills: N= 137, 78 Outstanding, 48 Very Good, 10 Needs Improvement, 1 Unsatisfactory, **97% were rated Very Good or Outstanding in time management skills.** Teamwork: N = 139, 108 Outstanding, 27 Very Good, 4 Needs Improvement, 0 Unsatisfactory, **97% were rated Very Good or Outstanding in teamwork ability.** Per DRC recommendation this year we also included overall Quality of Work, N = 140: 87 Outstanding, 48 Very Good, 5 Needs Improvement, 1 Unsatisfactory, **Outstanding in overall quality of work.** The stretch target was met in each of the categories. In comparison to last year's results AP Writing style decreased from 97% last year to 98% this year; time management skills decreased from 93% last year to 92% this year; and teamwork ability showed no change, remaining the same at 96%. Although we are pleased that we met our targets in all categories, AP Writing Style and Time Management Skills show a decrease from last year.

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:

AP style and time management skills decreased one percentage point, teamwork and overall quality of work remained constant at 97% and 96% respectively. Although we are pleased that research skills are an area we had made curriculum changes to MMC 3420 course and worked on the course through a percentage point to 98%.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 6.2

Students in ADV 4941 or PUR 4941: Internship, will rate how well their internship provided experience in the following core skills: applying AP style guidelines, research skills, time management and teamwork abilities. It is expected that 70% of the students will rate their intern experience on their final evaluation in each of the core skills as outstanding or very good (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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

This data was collected from the students' perspectives on a final student evaluation of their internship using a Qualtrics survey. The students were asked to rate their internship experience in each of the following categories (outstanding, very good, needs improvement, or satisfactory), 62 out of 104 students rated their internship experience as outstanding; 27 out of 104 students rated their internship experience as very good; 8 out of 104 students were rated their internship experience as fair; and 1 out of 104 students rated their internship experiences as poor. A total of 89 out of 104 students rated their internship experience as either outstanding or very good, target was 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:

Last year due to corrupted data we had to use students' perceptions of how their internship helped develop their research skills of which 80% agreed the interns were able to use the students' evaluation of their overall internship including research skills - 86% agreed their internship helped develop their core skills.

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 (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 plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

As writing skills are essential in the Ad-PR field, we plan to continue to emphasize and reinforce writing skills as well as their use of AP style throughout the program. The 2017 program curriculum review at the Ad-PR faculty workday.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

The discussion for Measure 6.1 indicates that overall there was no change or slight declines on the majority of categories. Although improvement was noted in one category demonstrated from the previous year. Similarly, for Measure 6.2 I would not note that improvement was observed as the data used were different. AD 10/30 LG 11/16: I'm okay with noting "improvement" for 6.1 since you're doing this granular analysis and can show some improvement in a specific area. However, for

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

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Outcome: 7

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

Academic Learning Compact (ALC):

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

Measure: 7.1

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

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

Internship supervisors rated the proficiency of their intern's creative skills in the internship experience as: N= 135 students; 82 (61%) were rated as outstanding, 48 (36%) were rated as very good, 5 (4%) were rated as needs improvement, 0 were rated unsatisfactory. Therefore the target was met as 96% were rated as very good or outstanding.

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 year's results were the same 96% rated as very good or outstanding in their creative skills as last year. Granular data showed that there was an increase from 59% to 61% of intern supervisors rating their interns as outstanding.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 7.2

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

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

Of the 105 Students who completed the graduating senior survey Ad-PR program specific question "Agree or disagree: My Ad-PR classes helped me develop creative solutions to communication problems" using the scale of strongly agree, agree, neutral, disagree, strongly disagree, 74 (70%) responded strongly agree, 25 (24%) responded agree, 6 (6%) were neutral, 0 disagree, 0 strongly disagree. Therefore, 94% agreed or strongly agreed; the target was 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:

This year there was a two percentage point decrease in students' responses that agreed the classes had helped them develop creative solutions to communication problems. However, there were 28 more responses on the survey this year (77 last year). In looking at the granular data students who strongly agreed increased from 59% last year to 70% this 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).

While faculty are pleased that score in the outstanding category improved slightly but not significantly, there was a discussion that the use of the term "creative skills" might be too broad. In an Advertising agency creative means design and writing skill. In a non-profit organization it means problem solving. It is open for a great deal of interpretation on the type of organization and type of internship, in order to make any adjustments we need to understand the functions that go into creative skills. We are laying the ground work to adjust the question in both the internship evaluation and the senior survey.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

For Measure 7.2, although there was an increase in the number of students who selected strongly agree, overall there was a 2% point decrease in the percentage of students who responded to the question with an agree or strongly agree. Therefore please change the question: Did your results show an improvement compared to previous year(s) results? to no. AD 10/30

LG 11/16: As with earlier outcomes, I'm okay with saying "improvement" based on granular analysis (technically, there is some improvement). Results can be used to see areas that still need to be addressed.

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

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Outcome: 8

Students will demonstrate proficiency in written communication skills.

Academic Learning Compact (ALC):

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

Measure: 8.1

Students in ADV 4941 or PUR 4941: Internship, will demonstrate proficiency in written communication skills during the internship experience. Internship supervisors describe your intern's writing skills" on the evaluation will rate the intern as outstanding, very good, needs improvement, or unsatisfactory. At least 85% of 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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
☐ Target not met

Students in ADV 4941 or PUR 4941: Internship, supervisors responding to the question "how would you describe your intern's writing skills" on the evaluation N= were rated very good, 10 (7%) were rated as needs improvement, and 0 unsatisfactory. The target was met as 92% of the students were rated as very good or better.

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 year there was a 3% decrease on students being rated by their intern supervisors on their writing skills. We are going to monitor this to see if it is a trend c

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 8.2

Students who have completed the graduating senior survey Ad-PR program specific question https://jfe1.qualtrics.com/preview/SV_0kWGtbW9ddIXLa5 number develop my writing skills for a profession in Advertising/Public Relations" using the scale of strongly agree, agree, neutral, disagree, strongly disagree, 85% will agree.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established b 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 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 campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Of the 105 Students who completed the graduating senior survey Ad-PR program specific question "Agree or disagree: my internship(s) helped me to develop my Relations" using the scale of strongly agree, agree, neutral, disagree, strongly disagree; 69 (66%) responded strongly agree, 21 (20%) responded agree, 13 (12) disagreed. Therefore, 85% agreed or strongly agreed; the target was 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:

This year's decrease of 1% is not a significant difference from last year's results. The granular data does show an increase from 61% to 66% of students' strong skills. However it is noted that we are just meeting the target from the student's perspective.

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 (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 plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

As writing skills are essential in the Ad-PR field, we plan to continue to emphasize and reinforce writing skills as well as their use of AP style throughout the program 2017 program curriculum review at the Ad-PR faculty workday.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Similar to the previous measure, although 1% is not significant, it also does not indicate an improvement therefore Did your results show an improvement compared no. AD 10/30
LG 11/16: See comments as above.

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

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

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

- ☐ Revision or explanation needed
☒ Satisfactory

Review Comments:

This is a complete review of the items used in the assessment. AD 10/30

Explain EACH item checked above:

In capstone peer evaluations yield teamwork scores, faculty observation and industry panel evaluation of specific criteria in final projects and presentations. In MMC 3420 Research Methods and PUR 3100 PR Writing there are pretest and post test questions embedded in exams. In ADV 4101 and MMC 4411 there are faculty completed rubrics that demonstrate proficiency. Internship supervisors complete surveys on student interns performance of core skills.

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:

Graduating Senior Surveys show how student internships impacted their writing and creative skills.

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

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

We made academic process changes over the last few assessment cycles and there was no need to alter the process now.

Changes to Curriculum:

- ☒ Revise and/or Enforce Prerequisites

Is this an implemented or planned change?

- ☐ Implemented Change
- ☐ Planned Change
- ☒ Both

Implemented change in current assessment cycle:

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How did you bring about a change?

Outcome: 3 Measure: 2

Explain the strategy that you implemented to bring about the change:

This was the first academic year MMC 3420 Research Methods was restricted Ad-PR and RTV majors only within the next one to academic years the students in previous catalog years will have cycled out and the entire class will be composed of majors only. We have also considerably reduced the enrollment (which began in this cycle) from 275 previously down to 129 in Spring 16 and 41 in Fall 2016. Lower enrollment allows us to take a much more hands-on approach to the course material.

Describe the data that you collected to assess the change:

Students enrolled in MMC 3420 completed pretest and posttests with thirteen questions, to test their level of understanding and awareness of research terminology, processes, or functions. Topics included: measures of central tendency, standard deviation, hypotheses, random (probability) sampling vs. non-random sampling, validity, reliability, copy testing/pilot testing, ratings, shares and public relations research process. N=170 on the posttest, 69% of the students correctly answered the questions.

Two sections were offered in the Spring, N=129 and one section in Fall, N=41 all three sections were mixed mode. Looking at granular data (see attached) students answered questions on mean (87%), mode (94%), validity (86%), reliability (91%) and public relations process (86%) accurately; students scored lower on questions regarding median (64%), null (56%), standard deviation (78%), copy testing (64%), ratings (45%), shares (39%), impressions (61%) and sampling (47%).

Describe Improvement(s):
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 have clearly demonstrated how you have used previous assessment results to make changes in curriculum. You proposed changes to the plan make sense and should provide useful insight for the program. AD 10/30 11/16: There are probably multiple measures/outcomes for which you could discuss implemented changes; this is fine though.

(If baseline data or no improvement, please explain next steps)

While the industry panel represents a key stakeholder group, that of employers, their evaluation of research is less valuable because students are doing a higher level of research activity in the classroom than is conducted in the local professional community. The most valuable insight from the measures is attributable to the changes made to the curriculum and the pedagogy in MMC 3420. Our revised post test more accurately allows us to look at the specific areas where students are struggling (which was consistent in both semesters with different faculty) and has identified areas for us to focus on for improved student learning in next year's assessment

Planned change for next assessment cycle:

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How are you going to bring about a change?

Outcome: 3 Measure: 2

Explain the strategy that you will implement to attempt to bring about the change:

While the industry panel represents a key stakeholder group, that of employers, their evaluation of research is less valuable because students are doing a higher level of research activity in the classroom than is conducted in the local professional community. The most valuable insight from the measures is attributable to the changes made to the curriculum and the pedagogy in MMC 3420. Our revised post test more accurately allows us to look at the specific areas where students are struggling (which was consistent in both semesters with different faculty) and has identified areas for us to focus on for improved student learning in next year's assessment

Describe the data that you will collect to assess the change to provide evidence of improvement:

Students enrolled in MMC 3420 completed pretest and posttests with thirteen questions, to test their level of understanding and awareness of research terminology, processes, or functions. Topics included: measures of central tendency, standard deviation, hypotheses, random (probability) sampling vs. non-random sampling, validity, reliability, copy testing/pilot testing, ratings, shares and public relations research process. N=170 on the posttest, 69% of the students correctly answered the questions. Two sections were offered in the Spring, N=129 and one section in Fall, N=41 all three sections were mixed mode. Looking at granular data (see attached) students answered questions on mean (87%), mode (94%), validity (86%), reliability (91%) and public relations process (86%) accurately; students scored lower on questions regarding median (64%), null (56%), standard deviation (78%), copy testing (64%), ratings (45%), shares (39%), impressions (61%) and sampling (47%).

- ☐ Revise Course Sequence
- ☐ Revise Course Content
- ☐ Add Course
- ☐ Delete Course
- ☐ Other implemented or planned change
- ☐ No Changes to Curriculum

Changes to Assessment Plan:

- ☐ Revise Student Outcome Statement
- ☒ Revise Measurement Approach

This selection can only be a planned change

- ☒ Planned Change

Planned change for next assessment cycle:

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How are you going to bring about a change?

Outcome: 5 Measure: 2

Explain the strategy that you will implement to attempt to bring about the change:

In last year's assessment, the students in ADV 4101 performed the weakest in applying appropriate strategies. Closer attention was paid to exactly where students were struggling. Faculty broke down the Creative Brief assignment, comparing the first attempt with the second and third. A pattern emerged that students confused an idea with a tactic and they repeated writing and grammar mistakes that had previously been corrected. This coming year, to improve learning, modules will be introduced in the first two weeks of the course to identify communication problems, differentiate between ideas and tactics, and to prevent repeated writing mistakes, assignments must be completed sooner after assigned (previously one week was given), and the grade will not be final until the assignment corrections have been made and uploaded in Webcourses. Faculty theorize that students just copy the old assignment in their computer for subsequent assignments, with the corrected version in a backpack or file, ignored. They also theorize that if an assignment is completed sooner than 7 days after the ideas are discussed in class, the material may be easier to recall and implement.

Describe the data that you will collect to assess the change to provide evidence of improvement:

Students in ADV 4101: Advertising Copywriting student's projects will be reviewed by a faculty and rated in two categories: applied appropriate strategies and project was well written using the 5 point scale above. It will be expected that at least 80% (a 5% increase from the current target) of the projects will be rated 3 or higher in each of the two essential categories.

- ☐ 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

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).

In Copywriting (ADV 4401) last year's assessment, the students in ADV 4101 performed the weakest in applying appropriate strategies. Closer attention was paid to exactly where students were struggling. This cycle faculty broke down the Creative Brief assignment, comparing the first attempt with the second and third. A pattern emerged that students confused an idea with a tactic and they repeated writing and grammar mistakes that had previously been corrected. About 60% of the students in ADV 4101 have completed PUR 3100 PR Writing, and the improvements in the writing scores in ADV4101 are quite possibly attributable to the curriculum content changes and writing precision emphasis in PUR3100.

Last year we only had two questions, this year we had thirteen. This course is now becoming more applied research methods has become an area of emphasis for our majors. Two of our full-time faculty have been modifying the course content (it was a project they worked on in an FCTL workshop), prerequisite changes for Mass Communication majors and minors only and that were put into effect with the 2017-18 catalog. In the spring semester scores increase from 47.17% on the pretest to 77.76% on the post-test, we are pleased to see this evidence as improved student learning in this area. We are pleased that changes we have made are indicating consistency in learning outcomes across sections with different faculty members teaching them.

Review Criteria:

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

- ☐ Revision or explanation needed
- ☒ Satisfactory

Review:

Minor changes are needed throughout the report - primarily to indicate no improvement on some measures. Overall this is an excellent assessment report and the value the program places on the assessment process is clearly evident. AD 10/30 LG 11/17: You've done a great job here. It's obvious that you're using assessment to explore ways to enhance student learning further and implementing changes accordingly. While there are a few minor changes (you note improvement in a couple of places where the evidence doesn't quite lend itself to that conclusion), these are minor. All the critical pieces are here for an Exemplary rating, so I will approve as is. Well done!