



Academic Program Review (APR) Class of 2017-18 Undergraduate Program Self-study Report Template

Program:	Advertising/Public Relations
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Program Overview

Supplemental Information to Inform Reflection

- Summary of programming available online and at locations off the main Orlando campus

1. Provide a hyperlink to the program's mission or state it below. If the program's mission is identical to the department's mission, you may respond by simply saying so. (Note: program mission is a comprehensive statement that describes the purpose(s) of the program, including its main functions, activities, and stakeholders; it is included as a component of the program's institutional effectiveness student learning outcomes assessment plan)

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 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 promote student engagement that influences real-world experience through internships, partnerships, and community involvement.

2. Review the data provided by Academic Program Quality identifying the proportion of the program available online and the list of locations off the main Orlando campus where a substantial proportion of the program is offered face-to-face. Discuss any plans for reduction or expansion of online or off-campus program offerings, if applicable. Note any niche opportunities.

All Ad/PR courses are taught on the UCF main campus or online.

Over the past three year time period from 2013-14 through 2015-16, the Advertising/Public Relations program is listed as offering 50-100% of the program online (i.e., 50-100% of the courses have had at least one section available online – not that 50-100% of the sections are delivered online). This may include mixed mode courses.

Advertising/Public Relations**SCH Generated by Full-Time Faculty in 2015-16**

Location	Full-Time Faculty		Adjunct or GTA	
	SCH	Percent	SCH	Percent
Main Campus (Orlando)	5,100	90.0%	567	10.0%
Web/Video	982	76.6%	300	23.4%

Sections Taught by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	Sections	Percent	Sections	Percent
Main Campus (Orlando)	30	73.17%	11	26.83%
Web/Video	4	80.00%	1	20.00%

Data provided to address this topic are separated by CIP code, and thus do not completely represent all NSC courses students in a given program may be taking in their program of study (e.g., Ad/PR, Journalism, and R-TV students all take MMC coded courses). To provide additional context, the general communication undergraduate course online/face-to-face data are provided below. There is a broad offering of online courses available to students in the Nicholson School of Communication, but there are not currently any plans to substantively increase online instruction.

Undergraduate Communication General**SCH Generated by Full-Time Faculty in 2015-16**

Location	Full-Time Faculty		Adjunct or GTA	
	SCH	Percent	SCH	Percent
Main Campus (Orlando)	2,735	97.4%	72	2.6%
Web/Video	2,817	70.2%	1,194	29.8%

Sections Taught by Full-Time Faculty in 2015-16

Location	Full-Time Faculty		Adjunct or GTA	
	Sections	Percent	Sections	Percent
Main Campus (Orlando)	24	92.31%	2	7.69%
Web/Video	15	78.95%	4	21.05%

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

University of Florida (SUS) (separate degrees in Advertising and Public Relations)
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Florida State University (SUS) (Mass Communication)
University of West Florida (SUS)
University of South Florida (SUS) (Mass Communication)
Florida International University (SUS)
Florida Southern College (Advertising)
University of Miami (Public Relations)

Faculty Overview

Supplemental Information to Inform Reflection

- *Contributing Faculty Activity Worksheet* completed by the department for the review (numeric summary of scholarly/creative works and UG and grad teaching activity by faculty member)
- List of **noteworthy** awards and achievements accomplished by department faculty members since 2013
- List of **significant** professional service activities undertaken by department faculty members since 2013
- department/unit faculty workload policy
- department/unit faculty annual evaluation standards and procedures
- department/unit (or college) promotion and tenure criteria
- department minimum teaching qualifications statement (Discipline Description)
- current faculty CVs
- summary - percent of instruction taught by full-time faculty (by SCH and section)
- summary - percent of undergraduate instruction taught by faculty holding the terminal degree in field (by SCH and section)
- average 9-month faculty salaries by faculty rank, department and college
- link to [Faculty Cluster Initiative website](#)

4. Review the faculty counts and FTE trend data provided by Institutional Knowledge Management and the additional detail provided by the department in the Contributing Faculty Activity Worksheet (CFAW) completed for this review. (Consult with your chair regarding CFAW data collection.) Discuss the degree to which department faculty members have the capacity to meet the program's goals and objectives; address the relative appropriateness of faculty mix to support those undertakings (consider full-time vs. adjunct; academic ranks and tenure status; areas of expertise)

The data below represent faculty for the complete Nicholson School of Communication.

Year	2010		2011		2012		2013		2014		2015		2016	
Communication	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N	FTE	N
Type														
Tenured or Tenure Earning	22	22	21.8	22	22.5	23	22	22	20.5	21	19	19	20	20
Regular Non-Tenure Track	18.2	18	15.8	18	15.2	16	14.7	17	20.7	23	24.9	28	24.4	29
Visiting Non-Tenure Track	4	4	7	7	6	6	4	4	2	2	2	2	3	3
Adjunct	2.36	25	5.36	20	5.06	19	7.04	23	8.25	21	6.15	19	5.69	17
GA/GRA	0.5	1	0.5	1	1.25	3	0.5	1	1	2	.	.	0.5	1
GTA	6.75	13	6.63	14	7	13	6.5	13	6.5	13	7.5	15	7.5	15
Total	53.8	83	57	82	57	80	54.7	80	58.9	82	59.6	83	61.1	85

The AD/PR program is a limited access program. There are six tenured or tenure-earning faculty serving Ad/PR and four additional full-time faculty. This number is deceptive because five of these tenured faculty are teaching courses at the graduate level and not serving directly the undergraduates in the program. In addition, there is some overlap between the Ad/PR program and the Human Communication program with risk and crisis communication faculty to serving both programs.

Given the number of students enrolled, the number of faculty serving the program is barely sufficient to deliver the program.

- As it relates to this program, reflect on program faculty retention, mentoring, and advancement.

Retention

An Equitable Load Policy has been implemented to assist with employee retention. This policy assigns course load based on research productivity with all Assistant Professor level faculty automatically assigned a 2-2 teaching load. This provides junior faculty with additional time needed to complete the research and service required to successfully earn promotion and tenure. Additionally, this policy results in a more manageable teaching load for our tenured faculty members as well, with their load being dependent on publications and grant productivity across a three-year rolling average. For example, a tenured faculty member who consistently publishes an average of two double-blind peer reviewed articles a year will remain on a 2-2 teaching load, thus creating a more sustainable environment and also laying the groundwork for successful promotion to full professor.

The annual Faculty Workday and Program meetings (held every August) also help facilitate retention and mentoring within NSC. The Faculty Work Day provides an opportunity for NSC faculty and staff to meet prior to the start of each academic year, welcome new faculty and staff, celebrate successes from the previous year, and introduce upcoming changes. Additionally, the program specific meetings allow each academic program with an

opportunity to discuss opportunities related to curriculum, gather and share information related to assessment, outline goals for the upcoming year, and build community.

Mentoring

All NSC junior faculty participate in the Assistant Professor Excellence Program, focused on mentoring tenure-track faculty on the college and university level. This program, which is a joint venture between the College of Sciences and Faculty Excellence, provide professional development and coaching for assistant professors specifically during their first three years. This formal structured mentoring program matches assistant professors with seasoned faculty members to serve as their mentors meeting once a month and assist them with funding opportunities, promotion and tenure, establishing research, and preparing their annual report. This program often results in meaningful long-term mentorship relationships well beyond the bounds of the program timeline.

The Nicholson School of Communication also has a new mentoring program for faculty during their first year at UCF. This program matches new, incoming faculty members with veteran faculty members within NSC to help with their transition into the School. This mentoring relationship provides new faculty members with an opportunity to develop an informal connection with a more senior colleague that allows them to have a contact for any questions while providing support during their transition.

Advancement

The Nicholson School is committed to the advancement of faculty through progression in rank, accomplishment in the field, movement into administrative roles, and professional development. During the tenure process, tenure earning faculty receive annual feedback from the Promotion and Tenure Committee (all tenured faculty), the Chair, and the Dean of the College of Sciences. Normally this process occurs during the spring semester in accordance with University requirements. Evaluation formats include Cumulative Progress Evaluations (reviewed by tenured faculty, Chair, and Dean) and Annual Performance Evaluations (Chair).

Over the past five years, a concerted effort has been made to streamline and clarify tenure and promotion criteria in an attempt to expedite appropriate progression in rank. The Equitable Load Policy has been essential in this process as it provides faculty members more time to focus on the research essential for promotion.

The university has also implemented a new promotion process for instructors and lecturers. Instructors and lecturers can now apply for promotion to associate instructor/lecturer and senior instructor/lecturer levels. Candidates must demonstrate excellence in instruction, a commitment to professional and curricular development, dedication to student advisement or mentoring, and significant service to the school, university, and field. This, paired with the traditional tenure and promotion process for tenure-track faculty, provides a clear advancement structure NSC faculty members.

Additionally, funding to support faculty travel to academic and professional conferences and meetings as well as faculty development institutes and workshops has been ample. This

provides an opportunity for faculty to disseminate their work, collaborate with colleagues in the field, and network with academics and professionals.

NSC structure also provides many opportunities for advancement into leadership roles within the school. Faculty members are encouraged to apply for positions as program coordinators, now occurring on a three-year rotating basis. There are also opportunities to represent NSC in Faculty Senate, on college and university committees, and to chair internal NSC working groups. Two new associate director positions have also been created within the past five years to assist the school in addressing emerging opportunities, and also provide faculty with internal administrative advancement opportunities.

6. If there is concern about departmental capacity, provide a future hiring plan that prioritizes needs.

The Ad/PR program is a limited access program. While there are six tenured or tenure-earning faculty who can, and do teach for this undergraduate degree program, they are all in high demand for courses at the graduate level and other programs as well. There overlap between the Ad/PR program and the Human Communication program as risk and crisis communication, and research methods faculty serve across both programs. There are four full-time faculty who do not teach graduate courses.

Given the number of students enrolled, the number of faculty serving the program is barely sufficient to deliver the program. With additional Ad/PR tenure earning/tenured faculty to teach traditional public relations, more students could enter an already popular undergraduate program. In addition, because high impact experiences (e.g., internships) are required, additional faculty could assist with the supervision of these students. Finally, it is likely graduate-eligible faculty who currently teach undergraduate courses in Ad/PR will be needed even more in graduate programs as the school gains a doctoral program in strategic communication.

Student and Prospect Overview

Supplemental Information to Inform Reflection

- seven-year program trend data provided by Institutional Knowledge Management

7. Review the trend data provided by Institutional Knowledge Management and reflect on upward or downward trends of the program's enrolled majors over the review period. Consider the following in your response:
 - high school GPAs and test scores (e.g., SAT, ACT) of enrolled students
 - mix of full-time and part-time prospective and enrolled students
 - mix of FTIC, community college transfer, other transfer, and non-degree seeking prospects or students

Students in the Ad/PR program have had relatively stable SAT/ACT scores over time, and most students remain full-time, but there has been an increase in GPA as well as more transfer students entering the program.

The average SAT score among students in the Advertising/Public Relations BA program has been relatively consistent, ranging from 1135.52 in 2010 to 1136.58 in 2013 and decreased slightly in 2016 to 1134.64. The SAT scores have been slightly below the university average.

Year	N	SAT Composite	Avg. University SAT
2010	172	1135.52	1148
2013	155	1136.58	1163
2016	97	1134.64	1165

The average ACT score among students in the Advertising/Public Relations BA program increased slightly from 23.93 in 2010 to 25.40 in 2013 and remained relatively stable in 2016 at 24.65. Moderate increases in ACT scores mirror university trends though scores in the Ad/PR program fell slightly below the university undergraduate average in 2016.

Year	N	ACT Composite	Avg. University ACT
2010	123	23.93	24.2
2013	144	25.40	25
2016	94	24.65	25.2

The average high school GPA for students in this program has continually increased during the same period from 3.74 in 2010 to 4.20 in 2016. There has been a decrease in number of students so the increase in average GPA may be due to increased competition for acceptance into the program allowing for better selection of applicants. The Ad/PR average HS GPA has been consistently higher than the university's average from 2010-2016 for this limited access program.

Year	N	HS GPA	Avg. University HS GPA
2010	181	3.74	3.69
2013	173	3.84	3.79
2016	120	4.20	4.1

The majority of Ad/PR students have consistently been enrolled full-time. In Fall 2010 88.21% of students were full time and 11.79% were part time. In Fall 2013 86.79% of students were full time and 13.21% were part time. In Fall 2016 84.26 % were full time students and 15.74% were part time in the Advertising/Public Relations program.

	Fall 2010	Fall 2013	Fall 2016
Full Time	247	243	198
Part Time	33	37	37

Since 2010 the majority of students in the Advertising-/Public Relations have been First Time in College (FTIC). However, there was a 15.84% increase in the number of FCS transfer students in 2016.

Program	Type of Student	2010	2013	2016
Advertising/Public Relations	Beginner – FTIC	194 (62.29%)	195 (69.64%)	125 (53.19%)
	FCS Transfer	74 (26.43%)	76 (27.14%)	101 (42.98%)
	Other Undergrad Transfer	12 (4.29%)	9 (3.21%)	8 (3.40%)
	Post Bacca. Degree Seeking	.	.	1 (.43%)

8. Review program data provided by Institutional Knowledge Management reflecting the following:
- mix of gender and ethnicity among enrolled students
 - proportion of student racial and ethnic demographics relative to the geographic area
 - proportion of Pell-eligible students relative to the geographic area

The Ad/PR program has consistently had more female students, but student ethnic diversity has increased over time.

The Advertising/Public Relations program has consistently attracted many more female than male students. In the 2010 academic year 86.07% of Ad/PR students were females and 13.93% male. In 2013 there were 82.14% females and 17.86% males. Then in 2016 the female percentage increased back up to 85.53% and the males decreased to 14.47%.

Mix of gender

	Fall 2010	Fall 2013	Fall 2016
Male	39	50	34
Female	241	230	201

The predominant ethnic identification among students enrolled in the program has been white, accounting for 66.07% in 2010, 56.43% in 2013, and 55.74% in 2016. The second most represented ethnic identification is Hispanic/Latino accounting for 20% of students in 2010, 25% in 2013, and 28.94% in 2016. The third most represented ethnic identification is Black/African American accounting for 7.86% in 2013, 10.71% in 2013, and 9.79% in 2016. Over this six-year period the program has become more ethnically diverse, as reflected in the 10.33% decrease to 55.74% self-identified as white in 2016 and the 8.94% increase in those that self-identified as Hispanic/Latino.

Mix of ethnicity

	Fall 2010	Fall 2013	Fall 2016
American Indian/ Alaska Native	-	-	-
Asian	8 (2.86%)	9 (3.21%)	-
Black/ African America	22 (7.86%)	30 (10.71%)	23 (9.79%)

Hispanic/ Latino	56 (20.00%)	70 (25%)	68 (28.94%)
Multi-racial	5 (1.79%)	10 (3.57%)	10 (4.26%)
Native Hawaiian/ Other Pacific Islander	-	-	-
Non-resident Alien	3 (1.07%)	2 (.71%)	2 (.85%)
Not specified	1 (.36%)	1 (.36%)	1 (.43%)
White	185 (66.07%)	158 (56.43%)	131 (55.74%)
Total	280 (100%)	280 (100%)	235 (100%)

According to the Statistical Atlas (<https://statisticalatlas.com/place/Florida/Orlando/Race-and-Ethnicity>), demographics for Orlando include: 40.50% White; 25.1% Hispanic; 28.6% Black; 3.5% Asian; Mixed 1.6%; and Other .8%. The demographics for the State of Florida are: 57.2% White; 22.2% Hispanic; 16% Black; 2.49% Asian; 1.58% Mixed; and Other .53%

The percentage of Pell eligible students has fluctuated slightly in the Ad/PR program ranging from 32.62% in 2011 to 35.63% in 2012. The most current data indicate 33.4% of Ad/PR students are Pell eligible.

Pell Eligible Students

	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	N	%	N	%	N	%	N	%	N	%	N	%
Pell Recipient	205	33.28	213	32.62	228	35.63	195	33.74	172	33.59	180	33.4
Not Pell Recipient	411	66.72	440	67.38	412	64.38	383	66.26	340	66.41	359	66.6

Note: As Pell recipient data are collected by CIP code the numbers above include Ad/PR pending majors.

Given these data on students and student demographics, evaluate your ability to recruit and retain a diverse student body within your program. Compare your student body to the demographics of the geographic region in which the university is located and, if known, to national norms for this type of program. What plans do you have for the future recruitment and retention of a diverse population of students in your program?

The racial and ethnic demographics in the Advertising/Public Relations program are similar are reflective of the geographical location of Orlando, which is a highly diverse metropolitan area. The growing diversity of students indicated by an increase in both Black/African American and Hispanic/Latino students is a point of pride in the Advertising/Public Relations program. The increase in the percentage of Hispanic/Latino students enrolled in 2016 is reflective of the local community, state of Florida, and has contributed to UCF becoming a Hispanic Serving institution.

Several program faculty are involved with diverse groups across campus including the Black Faculty and Staff Association, the Latino Faculty and Staff Association, and the Pride Faculty and Staff Association. These groups have student mentorship programs that provide

opportunities for faculty members to connect with, recruit, and effectively mentor a diverse student population.

The American Association of Advertising Agencies Multicultural Advertising Intern Program (MAIP) selects undergraduate and graduate students for a 10-week paid summer internship at a 4A's member advertising agency each year. Students gain practical work experience, establish key industry contacts and perhaps most importantly, become better prepared to land a full-time job in advertising when they graduate. The Nicholson School of Communication Ad/PR program has created a name for itself within the MAIP program as it has consistently had one of the greatest numbers of finalists selected for the program each year. Students selected for the program intern in some of the top agencies in the nation.

Another added component that assists with recruiting a diverse population is the use of an essay in the advertising and public relations admissions policy. That is, all students apply via the same application mechanism, but implementation of an essay in the process has given program faculty an ability to select students on the basis of their writing abilities as well as professional aptitude and potential. This procedure provides opportunities for all students who may not have the top GPAs, but are hard workers with potential in the field.

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

Advertising/Public Relations is one of the school's limited access programs and requires a separate application for admission. Applicants are admitted each summer, fall, and spring terms.

Admission to the Advertising/Public relations program is competitive and based on a competitive cumulative GPA and a second-round, proctored essay. The GPA cut-off for admission varies each semester, depending on the applicant pool, but for the previous six admission periods, the GPA has averaged in the 3.3-3.4 range.

Students must display grammar proficiency by earning a "B" or higher in both English Composition I and English Composition II, or by earning credit through AP, IB, or CLEP, or by successfully passing the grammar proficiency exam through the UCF testing center.

Additionally, students must have completed or currently be enrolled in PUR 4000 and ADV 3008 and earn a "C" or better in both courses.

The applications are lined up from highest GPA to lowest, a line is drawn below the 70th applicant, and those above the line are invited to write a proctored essay in NSC computer labs. The essays are evaluated and the top 40 are admitted

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

Access to the program is limited to maintain a high quality of program graduates as well as due to need for smaller sized skills classes, limited number of faculty, and classroom space to meet demand.

11. If the degree program enforces a graduation requirement that requires a GPA higher than the university's 2.0 minimum standard for "good academic standing," please provide the rationale.

N/A

12. Explain any major shifts or challenges faced with regard to enrollments, time-to-degree, degrees awarded. (Consult the trend data provided by Institutional Knowledge Management.)

Though less precipitous than the data suggest, headcount in the Ad/PR program has demonstrated a decline in enrollment likely due to a) a potential anomaly in the system that only counts the first degree for double majors, and b) faculty ability to staff courses. Moderate reduction in the number of students admitted (i.e., 50-53 per semester to approximately 40 per semester) has been necessary as there are not adequate faculty to staff the required courses. Student interest in the Ad/PR program remains high.

Headcount – Ad/PR

2010	2011	2012	2013	2014	2015	2016
280	325	312	280	252	275	235

The average time-to-degree for students in undergraduate programs varies depending on the student's status: First Time in College (FTIC), Transfer from a Florida Community College (FCS), and other undergraduate transfer. In 2010, the average time-to-degree for students in the Advertising/Public Relations program was 3.76 for FTIC; 2.63 for Florida Community College transfer; and 2.59 for other undergraduate transfer. In 2013, the average time-to-degree for students in the program was 3.75 for FTIC; 2.46 for Florida Community College transfer; and 4.38 for other undergraduate transfer. In 2016, the average time-to-degree was 3.74 for FTIC; 2.54 for Florida Community College transfer; and 1.78 for other undergraduate transfer. Overall students are making expedient progression toward graduation.

Average Time to Degree

Recent Type	Academic Year	N	Avg. Years To Degree
Beginner - FTIC	2010-11	95	3.76
	2011-12	106	3.91
	2012-13	91	3.78
	2013-14	104	3.75
	2014-15	72	3.72
	2015-16	82	3.88

	2016-17	56	3.74	
FCS Transfer	2010-11	40	2.63	
	2011-12	49	2.89	
	2012-13	47	2.45	
	2013-14	45	2.46	
	2014-15	29	2.31	
	2015-16	40	2.72	
	2016-17	54	2.54	
	Other Undergrad Transfer	2010-11	9	2.59
2011-12		6	3.83	
2012-13		10	2.33	
2013-14		8	4.38	
2014-15		3	2.56	
2015-16		3	2.44	
2016-17		3	1.78	

There has been a decrease in the number of degrees awarded that mirrors the decrease in the number of students admitted into the major, as new/replacement hires have been tenured-tenure earning with lower teaching loads and expectations to teach graduate courses.

ADPR	Degrees Awarded
2010-2011	144
2011-2012	161
2012-2013	148
2013-2014	157
2014-2015	104
2015-2016	125
2016-2017	113

13. Describe any specific program efforts to improve student retention, time-to-degree, or degree attainment. Note any interventions for specific populations (e.g., transfer students).

Program faculty have addressed retention, time-to-degree, and degree attainment in several ways including collecting more granular data on new majors, helping build strong peer networks, and connecting students with advising resources. A new major survey has given program faculty more information about the students coming into the program so instructors can have more context. Additionally, program faculty have worked to build strong peer networks through course group work, pedagogical advancements in skills classes, and encouragement of student organization involvement.

In collaboration with the NSC faculty, Nicholson Academic Student Services Center (NASSC) staff have developed an early warning system to reach out to at-risk students in an attempt to get them back on track before they are put on academic probation. This hands-on approach

encourages students to come in for additional advising and provides access to useful resources. Students placed on probation are called in for a meeting with a NASSC advisor and notified that they must attend mandatory advising sessions and/or workshops in order to improve retention, time-to-degree, and degree attainment. The school is currently working on the development of online modules particularly focused on retaining transfer students and helping them succeed.

The Advertising/Public Relations program has a capstone course requirement of all majors. MMC4411 provides skills in planning and managing communication campaigns.

In addition, the college advising office also engages in several efforts that supplement the retention, TTD, and degree attainment efforts of this program. See the attached College Addendum.

Program Curriculum Design and Student Learning Outcomes

Supplemental Information to Inform Reflection

- program catalog copy
- program handbooks
- Academic Learning Compacts (*undergraduate programs only*)
- last two years of institutional effectiveness (student learning outcomes) assessment results reports
- upcoming year's institutional effectiveness (student learning outcomes) assessment plan
- selected syllabi (e.g., core courses, representative sample of elective courses)

14. [Click here](#) to review the state-approved lower-level common prerequisites for the degree program. If the degree program is not in compliance, please explain in detail how it will be updated during fall 2017 to bring it into compliance for 2018-19. (undergraduate programs)

The program is in compliance with the state approved common program prerequisite requirements.

The state-approved lower level common prerequisites for Advertising/Public Relations offered at UCF are SPCX607 or SPCX608 and ECOX023 or ECOX013 or ECOX020.

15. Provide an overview of the program goals and learner outcomes. Refer to the program's Academic Learning Compacts (available at <http://oeas.ucf.edu/academiclearningcompacts.html>) and institutional effectiveness (student learning outcomes) assessment results and plans (available at <https://www.assessment.ucf.edu/>).

The Ad/PR program is designed to ensure students learn and are able to demonstrate essential critical thinking and professional skills. Specific program goals are listed below:

1. Students will exhibit the ability to present proposals, plans and strategies in settings appropriate to their career paths.
2. Students will demonstrate the ability to work in teams.
3. Students will demonstrate an understanding of quantitative and qualitative research methods and basic statistical analysis.
4. Students will demonstrate the ability to use journalistic style (AP Style) to write material for mass media.
5. Students will demonstrate the ability to use critical thinking and analysis skills in final projects.
6. Students will demonstrate proficiency in performance of core skills performed in their internships.
7. Students will understand and demonstrate proficiency in the use of creative strategies and skills.
8. Students will demonstrate proficiency in written communication skills.

16. Reflect on recent student learning outcomes assessment results and evaluate each of the following:

- a. extent to which students are achieving planned outcomes

Overall, Ad/PR students are achieving planned outcomes in most priority areas, but there is room for improvement on the research methods items.

1. Students will exhibit the ability to present proposals, plans and strategies in settings appropriate to their career paths. Data from the capstone Ad/PR Campaigns course final group project suggest students are able to present professional quality proposal, plans, and strategies. Assessments are completed by faculty members and industry professionals.

2. Students will demonstrate the ability to work in teams. Data from peer evaluations in the capstone Ad/PR Campaigns course suggest students are able to successfully work in teams for the final group projects. Additionally, internship supervisors indicate students have strong teamwork abilities.

3. Students will demonstrate an understanding of quantitative and qualitative research methods and basic statistical analysis. Data from the mass media research methods course indicate students are not fully grasping essential information about research methods. This deficiency has been addressed by instructors teaching the courses but there is still room for improvement. However, data from the capstone Ad/PR Campaigns course final group project suggest students are able to present, cite, and summarize data effectively.

4. Students will demonstrate the ability to use journalistic style (AP Style) to write material for mass media. Students in the Writing for PR course still struggle to meet assessment thresholds for AP Style rules and guidelines based on imbedded course quizzes. Despite this fact, students have been able to perform well on AP Style related news release assignments in the PR Writing course.

5. Students will demonstrate the ability to use critical thinking and analysis skills in final projects. Final group project data for the Crisis Communication course indicate students are completing robust analyses and demonstrating strong writing skills. Additionally, Advertising Copywriting student projects largely use appropriate strategies research methods, and analysis.

6. Students will demonstrate proficiency in performance of core skills performed in their internships. Internship evaluations demonstrate students are learning excellent research, time management, and teamwork skills. Internship supervisors also indicate students have high overall quality of work and students report learning essential industry skills through internship work.

7. Students will understand and demonstrate proficiency in the use of creative strategies and skills. Internship supervisors indicate their student interns are largely demonstrating outstanding or very good creative skills. The senior survey also suggests students feel well prepared to develop creative solutions to communication problems.

8. Students will demonstrate proficiency in written communication skills. Internship supervisors indicate their student interns are demonstrating outstanding or very good writing skills. Additionally, students indicate their internship(s) helped improve their writing skills in the graduating senior survey.

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

Because most assessment outcomes are met, program faculty have started looking at more granular measures and data. This lead to an observation that critical thinking skills are weak, and teamwork in the classroom (as opposed to internships) is problematic. ADV 4101: Advertising Copywriting will adjust classroom approaches to practice more problem solving and critical thinking skills in academic year 2017-18. MMC 4411: Ad/PR Campaigns created peer evaluation for teamwork feedback.

17. What are the program's milestones? A milestone is a course or activity that needs to be accomplished at a certain point in a student's plan of study. These can be identified as items to be completed by a certain semester (e.g., 2nd fall of enrollment), by a certain level (e.g., junior year), or prior to advancing to a next stage of academic progress (e.g., before admission into a limited access program). Examples of milestone activities include: major or career specific standardized exam(s) (e.g., GKT, Praxis, DAT, MCAT, LSAT, GRE, etc.).

Ad/PR students begin the program as Ad/PR pending and they must take the cornerstone courses of ADV 3008 Principles of Advertising and PUR 4000 Public Relations prior to being admitted to the program. Upon admission, majors then take advanced core requirements such as PUR 3100 Writing for Public Relations and progress through courses based on pre-requisite structure and availability. An internship is required and is encouraged as soon as the

second year of coursework. Ad/PR Campaigns is the capstone experience course and the PR Accreditation course (if desired) is taken in the last semester.

18. Provide the curriculum designed to meet the milestones described above. Please do so by identifying the typical course sequence on a year-by-year basis (e.g., first year courses, second year courses); you may attach a separate document to respond to this question (e.g., program curriculum map).

Plan of Study

Freshman Year - Fall 13 hrs

ENC 1101 Composition I 3 hrs
Foreign Language 4 hrs
GEP Math 3 hrs
GEP 3 hrs

Freshman Year - Spring 13 hrs

SPC 1608 Fundamentals of Oral Communication 3 hrs
ENC 1102 Composition II 3 hrs
STA 2014C Principles of Statistics 3 hrs
Foreign Language 4 hrs

Sophomore Year - Fall 15 hrs

ADV 3008 Principles of Advertising 3 hrs
GEP- Economics 3 hrs
GEP 3 hrs
GEP 3 hrs
Elective-take outside of NSC 3 hrs

Sophomore Year - Spring 15 hrs

Elective-take outside of NSC 3 hrs
PUR 4000 Public Relations 3 hrs
GEP 3 hrs
GEP 3 hrs
GEP 3 hrs
Apply to the program

Junior Year - Fall 15 hrs

Apply to program by Oct 1.
MMC 3420 Mass Media Research Methods 3 hrs
MMC 3630 Social Media as Mass Communication 3 hrs
Elective-take outside of NSC 3 hrs
Elective-take outside of NSC 3 hrs
Elective-take outside of NSC 3 hrs

Junior Year - Spring 15 hrs

If admitted, take the following;

PUR 3100 Writing for Public Relations 3 hrs
VIC 3001 Visual Communication 3 hrs
Restricted Elective 3 hrs
Elective-take outside of NSC 3 hrs
Elective-take outside of NSC 3 hrs

Junior Year - Summer 9 hrs

Internship 3 hrs
Elective-take outside of NSC 3 hrs
Elective-take outside of NSC 3 hrs

Senior Year - Fall 13 hrs

ADV 4101 Advertising Copywriting 3 hrs
Restricted Elective 3 hrs
Elective-take outside of NSC 4 hrs
Elective-take outside of NSC 3 hrs
Graduation Review

Senior Year - Spring 12 hrs

MMC 4411 Ad/PR Campaigns 3 hrs
Restricted Elective-Internship 3 hrs
Free Elective-take outside of NSC 3 hrs
Free Elective-take outside of NSC 3 hrs

19. Please evaluate the degree to which the program's course/activity/experiences sequence is appropriate to achieve the program outcomes and student learning objectives.

In 2015, a representative of academic affairs and the Faculty Center for Teaching and Learning presented an interactive workshop (including curriculum mapping exercise) for program coordinators. Courses in the Ad/PR program are sequenced in order to guide students through foundational courses before proceeding into the advanced core classes. In the advanced core students build further skills in areas like writing and research methods. Navigation between advanced core classes and electives is relegated through appropriate course pre-requisites. Students can take an internship at the most convenient and advantageous time. Finally, Ad/PR students take Ad/PR Campaigns as a culminating capstone experience course. Students interested in the accreditation will also take the Preparing for Public Relations Certification class in their final semester. This sequencing provides a strong foundation in the field but also allows for considerable flexibility based on student needs and interests.

20. If applicable, please identify one or more programs in your field offered elsewhere that provide(s) an exemplar curricular model and/or student outcomes to which the program aspires. In addition to providing the names of the institution(s) and program(s), please describe the key attributes of interest and corresponding goals for student engagement, learning outcomes, and/or other achievements.

University of Florida

UF offers separate bachelor of science degrees in Advertising and Public Relations. The UF programs are aspirational because of their strong reputation across the state and around the country. These majors are larger than UCF's major: more students and significantly more faculty. There is no current plan to have separate degrees at UCF, as the faculty believe students are better served by the broader curriculum. Many of the courses in UF's separate degrees overlap, minimizing the differences between the two degrees. The UCF Ad/PR program aspires to have a stronger national reputation among prospective students, employer stakeholders, and future benefactors rivaling that of the University of Florida.

University of Illinois Urbana-Champaign

This is one of the largest and strongest Advertising programs in the country. NSC faculty have been monitoring their innovative curriculum for ten years, and though titled an Advertising program, several key Public Relations courses are part of its curriculum, including Writing for PR. The Advertising program is very content-focused, and offers several classes that focus on audience identification and specific message development. The goal is not for the UCF program to become as large as this program, but the innovative curriculum is aspirational. Currently NSC faculty are focused not on revamping the overall program curriculum, but incorporating novel and innovative pedagogy within existing course and curriculum structures.

Student Engagement

Supplemental Information to Inform Reflection

- representative sample of undergraduate theses (if available electronically)

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

- Collaborative Experiential Research Practicums (CERPs) are experiential learning practicums in which qualified students can enroll to learn about research by participating as part of a research team and research assistants under the direct supervision and direction of a faculty/PI.
- Students can engage in research with faculty members. Undergraduate Research Student Headcounts for Ad/PR over this six-year period total 51: 15 students and 1 pending student in 2010-11; 3 students in 2011-12; 12 in 2012-13; 7 students and 1 pending student in 2013-14; 7 students in 2014-15 and 5 in 2015-16. This commonly occurs through the instruction of an independent research or a directed research project.

Academic Plan	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Adv/Public Relations	1	.	.	1	.	.
Pending						

Advertise/Public Relations BA	15	3	12	7	7	5
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- Since the last program review, NSC started to participate in the Honors in the Major Program in conjunction with the Burnett Honors College. The Honors in the Major program is a prestigious undergraduate research program that is dedicated to helping students identify and work with faculty mentors who assist students in their undertaking of original and independent work in their major.
- Students also have the opportunities to engage in research and creative activities in their internships.

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

The Advertising/Public Relations major requires all students to complete one 3-credit hour internship to graduate. An internship is required for several reasons. It provides essential hands-on experience to develop real –world skills that cannot be gained in the classroom, and because there is no better way to find a first job in the field than with practical experience and professional connections. Students can discover internship opportunities by attending Intern Pursuit, a meet-and-greet program held each Fall and Spring where local advertising and public relations professionals gather to find UCF AD/PR interns. Internships are grouped by type, such as PR Writing, PR Events, Advertising Account Services, Sports, etc. Students can find an internship that interests them and contact the person listed on their flier.

Participation Rates for students enrolled through NSC in an Ad/PR internship approved by a faculty member and Program Coordinator are listed in the table below:

Spring 2013	108
Summer 2013	91
Fall 2013	61
Spring 2014	110
Summer 2014	81
Fall 2014	51
Spring 2015	86
Summer 2015	61
Fall 2015	48
Spring 2016	72
Summer 2016	70
Fall 2016	62
Spring 2017	59

Experiential Learning Student Headcounts by Plan and Academic Year (Includes Clinical, Internship, Co-op, and Practicum courses)							
Academic Plan	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17

Ad/Public Relations Pending	24	19	20	27	17	22	15
Advertise/Public Relations BA	203	203	203	188	168	157	160

The data in the table above reflect all high impact practices students may enroll in (including internships enrolled through NSC, Office of Experiential Learning, and Practicum).

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

- Students have the opportunity (optional) to participate in NSC's global communication studies initiative as a reciprocal exchange student for a semester at Jonkoping University, Sweden; University of Canberra, Australia; IE Universidad or Universidad San Jorge, Spain and in Bournemouth University in the UK. They may also participate in a study abroad program at Salzburg College, Austria. In addition, there are opportunities for students to study abroad in short-term faculty led programs that are available through NSC or the Office of International Studies.
- Since 2010, the Ad/PR program has had 27 students study abroad for a semester (4 at Bournemouth University, 6 at IE Universidad, 3 at Jonkoping University, 3 at Salzburg College and 11 at University of Canberra) and 1 others participate in an NSC short-term faculty-led program. Data are not available on those that may have participated in programs outside of NSC. Increased study abroad participation is a program and school goal. Ad Club and Quotes are the Advertising/Public Relations student clubs that are open to all Ad/PR students to join. Both organizations hold meetings on campus invite professionals in the community as guest speakers, share knowledge, arrange activities, and provide networking opportunities.
- The Ad Club invites guest speakers to share their wisdom and answer any questions about the ad world. The club also takes members on agency tours to allow students to see the day-to-day routine of an advertising agency from the inside. The Ad Club also holds workshops to help further member's skills and also teaches them valuable information for future.
 - Twice in an academic year, Ad Club puts on Adobe Workshops for students to learn the fundamentals of the Adobe Creative Suite (Photoshop, Illustrator and InDesign) to round out their skillset.
 - The Ad Club coordinates a Creativity Workshop at the Savannah College of Art and Design annually. Renowned faculty there designed the weekend workshop to expose students in the program desiring a career in Art Direction and Copywriting to the techniques used in the field.
- Quotes is the largest student chapter of the Florida Public Relations Association (FPRA). The chapter connects students with professional mentors in the community in both advertising and public relations by having guest speakers attend meetings and arranging activities and/or attending events.
- Students may also choose to attend Intern Pursuit, a meet-and-greet program held in each Fall and Spring where local advertising and public relations professionals gather to find UCF Ad/PR interns.

Student Accomplishments and Satisfaction

Supplemental Information to Inform Reflection

- Graduating Senior Survey results (last three years)
- First Destination Survey results (last three years)

24. If applicable, provide licensure pass rates for 2014-15 through 2016-17. Include the total number of students attempting the exam and the total number who pass.

APR Certification: 8 students have taken the exam with 8 students passing

The UCF Ad/PR program became the 14th program in the nation and the only in the state to offer to seniors a course to prepare for the Universal Accrediting Board examination to earn the student APR certification (i.e., PUR 4014 PR Certification). Students must be in their final semester to take the course, and must interview with the instructor to be enrolled. The first course (Fall 2015) had ten students, eight of whom sat for the exam, and there was a 100% pass rate. Twenty nine additional students have enrolled in the course in Fall 2016 and Fall 2017. There are no pass rates for either of these semesters yet as the accrediting body mishandled applications during a location move; Fall 2016 and 2017 students will take the exam soon.

25. Does the unit or program currently collect any of the following information regarding program graduates? If so, please provide recent data in that regard and incorporate appropriate reflection.

- Job placement rates and employer information
- Employer satisfaction
- Graduate school placement and caliber of graduate schools

While data collection at the program, school and university level is still improving, there are some data regarding job and graduate school placement from a number of sources.

Strong relationships with alumni indicate students who are committed to working in the field are successful in finding jobs. A recent 2017 NSC alumni survey indicated 86.9% of the Ad/PR respondents (N=314) had full-time employment while 4.8% were part-time, and only 2.2% looking for work.

Data below are from the First Destination Survey administered to all students upon graduation. Most students do seek full-time employment upon graduation. Most students indicate they are seeking employment after immediately after graduation, with 6%-11% planning to attend graduate or professional school.

	2013-14	2014-15	2015-16
	AD/PR	AD/PR	AD/PR

1. Please select the statement which MOST CLOSELY describes your PRIMARY plan IMMEDIATELY after graduation.	count	col %	count	col %	count	col %
Seeking full-time or part-time employment	109	87.20%	73	81.1%	90	90.00%
Attending graduate or professional school	8	6.40%	10	11.1%	6	6.00%
Military Service	-	0.00%	1	1.1%	-	-
Volunteering	3	2.40%	1	1.1%	-	-
Starting or raising a family	-	0.00%	1	1.1%	-	-
Taking time off	5	4.00%	4	4.4%	4	4.40%

To add more context, a recent 2017 NSC alumni survey indicated 22.3% of the Ad/PR respondents attended graduate school – mostly earning MAs, but also MFA, MBA, and JD degrees. Most alumni attend graduate school at UCF, but many attend other institutions such as the University of Florida, Rollins College, University of Miami, New York University, and Northwestern University. The most frequently enrolled graduate programs are in communication, business, education, law, and management.

According to the First Destination Survey (question 2 below) in 2015-16 approximately 40% (which has been consistent over the time period) reported they have accepted a position in the coming months (17.7%) or are working in a position they plan to continue after graduation (26.6%). The number of students searching or waiting on offers has increased from 34.8% in 2013-14 to 40% in 2015-16.

2. Which statement best describes your CURRENT (at graduation from UCF) employment status?	2013-14		2014-15		2015-16	
	AD/PR		AD/PR		AD/PR	
	count	col %	count	col %	count	col %
Have accepted a position to begin in the coming months (including residency and internship positions)	23	21.10%	13	17.8%	16	17.70%
Working in a position I plan to continue after graduation	24	22.00%	16	21.9%	24	26.60%
Have been offered a position or multiple positions, but declined offers and still searching for preferred position	2	1.80%	3	4.1%	1	1.10%
Considering one or more offers	8	7.30%	7	9.5%	2	2.20%
Searching or waiting on offers	38	34.80%	25	34.2%	36	40.00%
Will begin searching for a position in the coming months	14	12.80%	9	12.3%	11	12.20%
Total	109	100.00%	73	100.0%	90	100.00%

The data show that those who reported having a job or internship over 65% (with a high of 89% in 2014-15) were full-time positions and less than 10% were self-employed.

3. Is the job or internship a full-time position? (30-40 hours a week)?	2013-14		2014-15		2015-16	
	AD/PR		AD/PR		AD/PR	
	count	col %	count	col %	count	col %
Yes	32	68.00%	25	89.2%	25	65.7%
No	15	31.90%	3	10.7%	13	34.2%
Total	47	100.00%	28	100.0%	38	100.00%

4. Are you self-employed?	2013-14		2014-15		2015-16	
	AD/PR		AD/PR		AD/PR	
	count	col %	count	col %	count	col %
Yes	4	8.80%	1	3.8%	2	5.40%
No	41	91.10%	25	96.1%	35	94.50%
Total	45	100.00%	26	100.0%	37	100.00%

26. Provide a brief summary of student accomplishments during the review period in the following areas:

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

Ad/PR students win awards and gain recognition in many areas – selected examples are included below:

Awards during the 2016-2017 academic year:

- Ad Club UCF, in 2016, received the Outstanding Membership Recruitment Award from the American Advertising Federation for recruiting more new members from 2014-2015 than any other AAF chapter in the country. (National)
- Jennifer Johnstone was named one of UCF's 30 under 30 for her success with brands such as Moe's Southwest Grill, Oakley, Ray-Ban, and Volcom. She was named the 2016 female Search Marketer of the Year at the Landy awards. (University)
- Steven Torres won first place in the National Excellence in Media Award in Washington, D.C. (National)

Awards during the 2015-2016 academic year:

- Catherine Samarista and Taylor Moore were awarded the Most Promising Multicultural Students of the Year in 2014. Only 50 students nationally are chosen for this award. (National)

Awards during the 2014-2015 academic year:

- Alfredo Salkeld, Adrian Womack, Justin Ollivierre, Taylor Moore, Xenecia Farrell, Tiona Langley, Shelby Birch, Catherine Samarista, Nicole Alexander, Antonella Rampone, Valeene Wilson, Michelle Lasso, Jose Floyd were all winners of the Multicultural Advertising Internship Program in 2015. (National)
- Dan Ward, an alumnus of Ad/PR, was awarded the Certified Public Relations Counselor Designation from the Florida Public Relations Association. This award has been presented to less than 75 public relations professionals in Florida in its lifetime.

(National)

- Vanessa Charcas & Valeen Wilson were awarded the Most Promising Multicultural Students of the Year in 2014. Only 50 students nationally are chosen for this award.

(National)

Awards during the 2012-2013 academic year:

- Matt Epstein was featured in Time Magazine in 2012 for his “Google Please Hire Me” video resume submission. He received national attention and acknowledgement for job search tactics. (National)
- Rachel Cole Fashion and Editorial Internship O Magazine, Hearst Corporation (National)
- Sydney Gray was awarded the Florida Communication Research Poster Award in 2012 which is only awarded to 12 researchers statewide. (State)
- Francesca Parker & Guilene Greffin were awarded most promising minority student in 2012 which is awarded to only 42 students nationwide. (National)

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

N/A

- c. other noteworthy student accomplishments

- Over a dozen students selected for the prestigious Minority Advertising Internship Program (MAIP) annually.
- Ad/PR students have a one hundred percent student pass rate on the PR certification exam.
- Two students have completed Honors in the Major, one in 2012-13 and one in 2014-15. Since the last program review, NSC started to participate in the Honors in the Major Program in conjunction with the Burnett Honors College this past year and one student began the process in Spring 2017, and nine students began the process in Summer 2017.

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

The University of Central Florida requires all students with senior standing to complete a survey prior to graduating. The survey addresses many facets of the university experience including questions specific to the student’s major program of study. Of seniors graduating from the Advertising/Public Relations program surveyed in 2011-2012 64.2 percent rated their overall experience in the program as “excellent” while 26.7 percent rated it as “very good”, 7.1 percent rated “good”, and 1.7% rated fair. In total 98% reported an overall positive experience with the Advertising/Public Relations program in 2011-12. That percentage

increased to 99.8% of respondents reporting an overall positive experience with the program in 2016. In the past two academic years students have reported only positive experiences in the program.

In general, how would you rate your overall experience in the UCF Advertising/Public Relations Program?

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Excellent	64.2%	58.3%	58.1%	70.1%	66.9%
Very Good	26.7%	31%	33.3%	24.6%	27.3%
Good	7.1%	9%	6.3%	5.1%	5.6%
Fair	1.7%	.7%	2.1%	0	0
Poor	-	.7%	-	-	-

A recent 2017 NSC alumni survey indicated Ad/PR alumni (N=314) felt satisfied with their education M= 4.47 (0.96), prepared for the workforce M=4.12 (1.03), and overall had a positive experience in the Nicholson School of Communication M=4.51 (0.86). These items were measured on five point scales with five indicating high levels of satisfaction and preparedness.

Alumni also reported their core Ad/PR courses, internships, and faculty relationships were the most helpful in preparing them for their careers: general education: M=2.83 (1.14), Ad/PR core: M=4.39 (0.66), electives: M=4.09 (0.87), internship: M=4.72 (0.53), outside NSC classes: M=3.44 (0.99), faculty mentorship: M=4.29 (1.04). These data suggest alumni feel strongly satisfied with their educational experience and found program curriculum to be impactful.

*Note: M=X.XX (X.XX) indicates mean and standard deviation for each item.

SWOT Analysis and Planning

28. List program strengths.

- Committed faculty who are well-connected to the profession.
- Instructors dedicated to creating experiences ensure an integrative experience for students and enhance classroom learning.
- Scholars who bring applicable theoretical framework to curriculum.
- Faculty who are empowered to adjust classroom approaches and content in ways that reflect the rapidly changing profession.
- Engagement in a major metropolitan area.

- Strong network of alumni who assist with programming as well as internship and job placement.
- Strong student group structure and involvement as well as frequent student opportunities for agency visits.

29. List program weaknesses.

- Due to need to hire more tenured/tenure earning faculty with reduced teaching loads, there is an insufficient number of faculty to meet student demand and ability to offer more elective courses.
- Course sizes can limit community engagement opportunities.
- Few tenured or tenure track faculty with hands-on industry experience.
- Tenured/tenure-earning faculty are shared with the other programs in the school (e.g., Human Communication, MA, and potential PhD).

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

- Separation of Ad/PR undergraduate and graduate faculty with the UCF Downtown move.
- Inability to serve more students (despite demand) because of faculty staffing limitations.
- Due to the current hiring procedures, the loss of one faculty member could result in the inability to offer whatever he or she taught for the program for a period of time.

31. Discuss potential opportunities in the following areas:

a. actions to improve program quality

Each year (and more often if needed) the Ad/PR faculty discuss program improvement and make changes if warranted. Every three years there is a curriculum study to assess the relevance of learning outcomes and course offerings. The program faculty continue to monitor student learning outcomes through assessment and make appropriate changes to course content and/or curriculum changes as needed.

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

In an effort to increase and expand on out of state internship opportunities, the program is developing an experiences program. This program will be in collaboration with out-of-state alumni who work for various agencies, companies, and organizations that relate to the

Advertising/Public Relations major. Additionally, fundraising program to offer travel stipends for students who secure those out-of-state internships is being considered.

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

Faculty are always evaluating modes of course delivery. In summer, only online courses are offered to allow for student flexibility and internships outside the Orlando area. There is potential to move courses from face-to-face to mixed mode or fully online as needed to help meet the need and student demand.

- d. actions to improve efficiency and reduce cost

There may be an opportunity to decrease the number of computer labs needed. This would remove the financial burden of maintaining labs and having to staff the work force needed to support them, but would require students to provide their own technology (e.g., laptops, software) for courses that require it. Many students have their own computers and all have access via other UCF and Student Union labs. There are also considerable software resources available for students for free via UCFApps.

- e. other opportunities not addressed above

N/A

32. Provide any benchmark data collected during the review period, if applicable (e.g., using Academic Analytics), and a list of up to five university's the program would like to be benchmarked against.

N/A

33. Articulate key program goals and initiatives moving forward. Note how the program review consultants can help in this regard.

The main goal of the Ad/PR program is to keep providing students with rigorous, robust, immersive, and practically applicable learning experiences that prepare them for the professional world. To do this, the program must be prepared to adapt to changes in the industry, media, and university. Focusing on high-impact learning and immersion is a major goal for the program.

In terms of assistance from program review consultants, it would be helpful to get feedback on the ability to support program goals with current human resources. External perspectives on the most appropriate level of faculty support (e.g., instructor, lecturer, tenure track) would be useful. Additionally, identifying opportunities from an external viewpoint regarding innovative ways to further student immersion, manage the change associated with a downtown move, and increase collaboration potential would be helpful.

Other (Optional)

34. If necessary, please use the space below to provide any information not addressed elsewhere in the self-study that you think important to inform the review of this program.

N/A

Undergraduate Program Self-Study Addendum

Instructions: The following questions **will not apply to all programs**. Please respond to the items that do apply to the program addressed in this self-study and insert “not applicable” to those that do not.

1. If the program has received authorization by the Florida Board of Governors to exceed the 120 credit hour maximum for a baccalaureate degree program, please articulate the rationale for the additional hours required and affirm whether or not those hours remain necessary.

N/A

2. Describe any combination programs (e.g., accelerated, dual, or joint degree programs) in which the program participates with external higher education partners. Provide a summary of enrollments spanning 2014-15 – 2016-17. Identify the target population, rationale for the program, and reflect on its relative success to date.

N/A

3. Describe any interdisciplinary and/or international aspects of the program. Consider the following:
 - a. interdisciplinary partnerships (internal or external)
 - b. faculty cluster participation
 - c. centers or institutes affiliations
 - d. curricular aspects

Students have the opportunity to participate in NSC’s global communication studies initiative as reciprocal exchange students for a semester at Jonkoping University, Sweden; University of Canberra, Australia; IE Universidad or Universidad San Jorge, Spain and in Bournemouth University in the UK. They may also participate in a study abroad program at Salzburg College, Austria. In addition, there are opportunities for students to study abroad in short-term faculty led programs that are available through NSC (e.g., Italy, Cuba, Ecuador) or the Office of International Studies

Faculty members can also lead study abroad programs and have the opportunity to engage in faculty exchange with international partners focused on either teaching or research.

4. Please provide the composition of any program and advisory boards, including member affiliations.

NSC’s Advisory Board is comprised of a geographically and professionally diverse cross-section of alumni, friends, and professionals selected for their ability to provide advice to the director

on how to strengthen teaching, scholarship, and service at the Nicholson School of Communication. Membership on the board is recognized as both a privilege and an opportunity for significant service to the school. NSC pledges to treat board members with respect, professional courtesy and graciousness, recognizing the contribution of service and resources that they are providing to the school.

Membership on the NSC Advisory Board is by invitation of the director of the Nicholson School of Communication and is non-compensated. Out of pocket expenses associated with membership and/or participation including travel and transportation, accommodations and other incurred personal expenses are to be borne by the individual member and/or their employer (by arrangement). Members who reside more than 50 miles away from the UCF Orlando campus may request assistance with travel costs for attending the annual Advisory Board meeting in advance of making travel arrangements. Reimbursement of any such expenses requires prior approval. With prior approval and advance notice NSC may also, at its discretion, pay for specific events, services and programs related to the work of the board. NSC shall create and maintain a list of active board members and officers. Continuation of board membership is contingent upon consistent active member status. Periodically, the NSC director shall review board membership and invite new board members to replace inactive members.

Below is a list of all of the members on the advisory board:

- Julie Anderson – Senior Vice President at Tribune Interactive, Tribune Company
- Shawn Bartelt – Vice President and General Manager, WFTV-TV
- Cindy Barth – Editor, Orlando Business Journal
- Lisa Cianci – Local News Editor, Orlando Sentinel
- Jay Coffin – Editor, GolfChannel.com
- Peter Cranis – Vice President of Global Marketing, Visit Orlando
- Shelby Curry – Internal Communication Manager, Walt Disney World Resort
- Linda Ferrell – Professor, Anderson School of Management, University of New Mexico
- O.C. Ferrell – Professor, Anderson School of Management, University of New Mexico
- Jorge Friguls – Director of News Operations, Entravision Communication
- Michael Griffin – Vice President of Public Affairs, Florida Hospital
- Heissam I’m in. Jebailey – Managing Partner, Jebden Management
- Heather Kelly – Senior Communication Manager, Missions Systems and Training, Lockheed Martin
- Marc Ladin – Chief Marketing Officer, Tiger Text
- Lee Lerner – Editor and Publisher, Sunny Day News
- John Mahony – Chief Operating Officer, Kavaliro Staffing Company
- Lisa A. Malone – Former Director of Public Affairs, NASA Kennedy Space Center and NSC Kennedy Space Center Liaison
- Clay McMillan – Owner, CMI Production Services

- David Miller – Director of digital Media, National Oceanic and Atmospheric Administration
- Donna Mirus Bates – Senior Vice President of Marketing Communication & Content Development, Universal Orlando Resort
- Clay Newbill – President and Executive Producer, 310 Entertainment
- Anthony J. Nicholson – Benefactor, Nicholson School of Communication
- Sonja Nicholson – Benefactor, Nicholson School of Communication
- Samantha O’Lenick – Executive Director, Corporate Communication & Community Partnerships, Fl. Hospital
- Sean Perry – Founding Partner, aXis Magazine / aXis Productions & Events
- Sal Paolantonio – National Correspondent, ESPN
- Roger Pynn – President, Curley & Pynn Public Relations
- Barry Ragsdale – Litigator, Sirote & Permutt, P.C.
- Amy Rettig – Senior Vice President, Public Affairs at Nielsen
- Jeff Robertson – Chief Executive Officer, Chinese Agape Foundation
- Judge Jose R. Rodriguez – Ninth Judicial Circuit Court of Florida, Juvenile Division
- Dan Ward – Vice President and Partner, Curley & Pynn Public Relations